

# The Bulletin

OF THE NATIONAL ASSOCIATION OF

## Secondary-School Principals

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### The Function of Music in the Secondary-School Curriculum

**T**HIS material, prepared by the Music Educators National Conference, provides aids for developing a functional program of music in the Secondary School. Twenty-six major areas of the music program are discussed by outstanding music educators.

VOLUME 36

NOVEMBER, 1952

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*Service Organ for American Secondary Schools*

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# NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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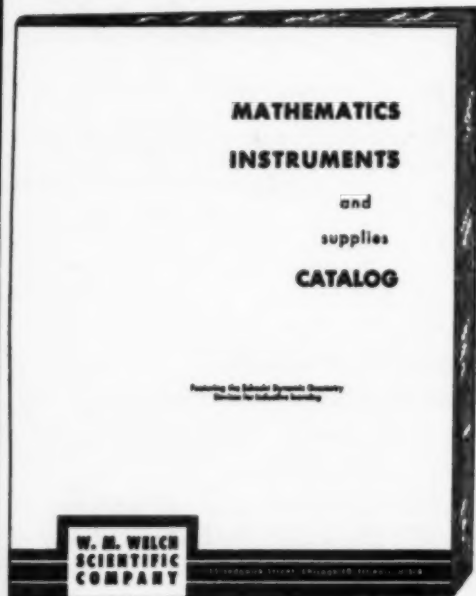
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# **The Bulletin**

## **OF THE NATIONAL ASSOCIATION OF Secondary-School Principals**

A Department of Secondary Education of the  
NATIONAL EDUCATION ASSOCIATION  
Issued Monthly, October to May Inclusive

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Volume 36

November, 1952

Number 189

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### **THE FUNCTION OF MUSIC IN THE SECONDARY-SCHOOL CURRICULUM**

Material assembled by Sadie M. Rafferty, Chairman (1948-52)  
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Material organized and edited by Vanett Lawler, Associate  
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a Department of National Education Association.

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## Foreword

A GENERATION ago a request would not have come from the National Association of Secondary-School Principals to the Music Educators National Conference, Departments of the National Education Association, for material dealing with the *function of music education* in the secondary-school curriculum. Had such a request been made of the MENC, a mature and responsible document would have been exceedingly difficult to deliver.

In the vanguard of the difficulty would have been the incontrovertible fact that twenty-five years ago, in very few school systems, was music regarded as a functional part of the secondary-school curriculum. Therefore, such evidence which might have contributed substance to such a publication would have emanated from isolated or special situations—and consequently, would have been atypical and lacking in professional authority. During the last quarter century, music education in the schools finished one phase of its development, began and concluded a second, and is currently in the stage of its development. This current stage is the subject of this publication.

The first step involved the development of music education as a profession in the fields of music and education, a situation which to this day is quite unique to American education. The second phase of the new profession was necessarily involved with the important responsibility of diffusion of information concerning the values of music education, as well as the important task of the development of outstanding performing school music groups.

Immediately prior to and with the advent of the last World War, music education, because of its own development and because of the emphasis on the functional importance of all education, was on the threshold as a functional part of education. The challenge to the field was no longer as a recreational adjunct in the school program. Music education was summoned to serve as a part of education, to share as a responsible partner, with other associated fields, in the total education program.

The fact that one of the most important administrative segments in education, the professional organization representing the principals of secondary schools, has requested information pertinent to the function of music in the secondary-school curriculum, and is the official sponsor of this publication, may be construed as evidence that music

is a legitimate part of the secondary-school curriculum and that its future in the secondary-school curriculum will depend on its own effectiveness.

It is, therefore, with a great sense of responsibility that the contributors and editor of this publication have assembled, prepared, and edited its contents. The first responsibility was to the principals all over the United States for whom the publication has been prepared. Next there was the responsibility to music education colleagues who may find in it some useful and new material which may be helpful to them in their work. Finally, those responsible for the contents of this publication were constantly alert to the necessity of including in these pages, the best possible thoughts, advice, counsel, and data in order that the ultimate consumers, the pupils in our schools, may profit as the result of the publication.

The material has been derived from a number of sources, including official publications of the Music Educators National Conference. The Chairman of the MENC Curriculum Committee on Music in the Senior High School, Sadie Rafferty, has been painstaking in her search for proper material and in supplying original material as the need arose. The Chairman of the MENC Curriculum Committee on Music in the Junior High School, J. J. Weigand, has been of able assistance in the gathering of important data and in reviewing material on hand. The editor is particularly grateful for all of this assistance, and hopes that certain of the original material prepared by the editor as well as the organization of the material in the publication for which the editor also takes responsibility will be helpful and useful.

To the many principals with whom they conferred and who inspired many of the questions and answers, their deep gratitude, and to their colleagues in the office of the National Association of Secondary-School Principals, their grateful appreciation for making this publication, "The Function of Music in the Secondary-School Curriculum," possible.

VANETT LAWLER

*Associate Executive Secretary,  
Music Educators National Conference*

# The Function of Music in the Secondary-School Curriculum

## I. What Are the General Objectives of Music Education in the Secondary-School Program?

MUSIC is an important and contributing factor in the general objectives of the secondary school. It follows, therefore, that the music education specialists, who are educators and musicians, define the objectives of their program in terms of education and music, both in reference to the fact that from participation in music in the secondary schools, American boys and girls are taught the subject and, in receiving this part of their education, gain in experiences and development which are unique contributions of the arts. For music is education, and obviously the overall, the encompassing objective of music in the secondary schools is to teach the art of music and the ability to feel at home and comfortable with music.

The following statements are listed as among the important general objectives to be derived from a music education program in the secondary schools:

1. Music education gives young people the opportunity to find a *richer life through music*, to guide students into a better understanding of, and love for music, to teach the pupil through music. It emphasizes the values of human living. It assists in developing an integrated person who may take his rightful place in the world in which he lives. Music may be his career, his hobby, his recreation, or simply another experience in his life. With a good program, good teachers, understanding administrators, music in a well-balanced education program will make a contribution which the pupil should not be allowed to miss.

2. Music education offers activities and studies which tend to *develop the social aspects of life*. The pre-adolescent and the adolescent are gregarious by nature. Group activities in music in both junior and senior high schools offer some of the most effective ways of developing co-operation, discipline, personal initiative, individual responsibility, and fellowship. There are obvious socializing factors in these group activities inasmuch as the music pupils work not only for and with their fellow students but also with the students and teachers in the entire school and with people in the community.

3. Music education contributes to the *health of the student* through the development of correct posture, rhythmical deep breathing, voice hygiene, and other health habits. It also contributes to the mental and emotional health which is known to respond to the stimulus of music. Music education exerts a refining influence on the emotions. While it is particularly true in times of stress, it is also true at all times that people live fundamentally in their emotions. Through the performance of music, there is developed the combination of mental and muscular control and co-ordination.

4. Music education aims to *develop good work habits*. It demands and encourages discipline. Work habits which are regarded as the means to an end are developed because the music itself and the desire to perform the music as creditably as possible demand disciplinary experience.

5. Music education aims to *develop wholesome ideals of conduct*. Group performance encourages the merging of individual efforts with those of others; it develops proper respect for the rights of others; it emphasizes human relationship and collaboration; it provides rich and significant experiences and activities in which many share; it encourages the democratic way of life. While there are certainly differences in musical ability, these differences have little to do with differences of racial, social, or economic status.

6. Music education contributes to the *development of citizenship* by helping to produce an integrated personality; by giving students an opportunity to experience the democratic way of life which music groups demand; by teaching love of country, pride in its achievements, knowledge of its history, dedication to its improvement, hope for its future, and neighborly regard for the people of other lands through their music.

7. Music education contributes to *home life* by encouraging the pupils to take their music to their homes. Not only are music group activities with the family a contribution to good living, but also important is the enjoyment by the family of the performance of one of its members, or the pleasure of the family in attending a school concert. Attending musical events, listening to radio, television, or phonograph programs together tend to unite a family. Often the stimulus of such procedures comes from the good, stimulating music education program in the schools.

8. Music education aims to contribute to recreation and to the fun of living. Music is a means of recreation which gives people a sense of relaxation, renewal, and togetherness not only when they are in school but also throughout their lives.



9. Music education aims to *discover talent*. In discovering an art, the pupil comes to discover himself also. Music education should give a diversification of musical experience calling for more and more keenness of aesthetic insight, more and more technical equipment, more and more interpretative subtlety, all of which contribute to the development of talent and thus lead to self-fulfillment and happiness. Such a program extends into a community and makes the school and the pupil a part of the community. Such procedure tends to stabilize a person in his course through life.

10. Music education in the secondary schools affords a foundation for *vocational training* for all pupils whose interest and aptitude may warrant their preparation for a professional career in some phase of music.

## II. What Are Some Recommended Practices Inherent in the Achievement of These Objectives?

IT is not necessary to lay down any hard and fast rule regarding the "know-how" of attaining good music education objectives. Good teachers have good objectives; good teachers have ability and imagination as well as the driving urge to attain results—not only in terms of subject matter content but also in terms of experience values as the result of subject matter knowledge and skill—the latter certainly an inalienable right to which every pupil is entitled. The following statements are given, then, as a guide for principals and teachers—as observations and as summarizations of statements made by principals and teachers in schools with successful and well-balanced music programs.

1. Every pupil should have an opportunity to take part in the music program *according to his aptitude and interest*.

2. A music program should be planned with a wide range of opportunities and interests in order that the best interests of all pupils may be served.

3. Music should be an essential part of the school curriculum with equal importance with other subjects. This is a challenge and opportunity to pupils, teachers, administrators, and parents.

4. Music teachers should constantly study, plan for, and implement the practice of good health habits in all music classes, rehearsals, and performances.

5. A good music education program by its nature encourages good work habits and wholesome ideals of conduct, especially in perform-

ance groups. Conversely, any group which does not have good work habits and wholesome ideals of conduct is not a good music group. Pupils under wise guidance are capable to set-up fine standards for both work habits and conduct. Teachers and students working together for such high standards mutually contribute to a healthy situation.

6. Practically every phase of the music education program, when this program is administered, guided, and taught well, helps in making a good citizen. Good work habits and wholesome conduct in themselves contribute to good citizenship at school, at home, and in the community. The content of the music courses should lead to good citizenship in making a pupil conscious of the *spiritual and moral values* which are inherent in the music which he learns. The pupil performs and hears music of various historical periods, various nations, and cultures. He learns music as it relates to life today. Music, a language of moods and emotions, must contribute to good citizenship if music is taught as a part of life and an expression of living itself.

7. America lives to music. Our citizens not only attend music performances but they eat to music, dance to music, listen to music on radio and television. Music is an integral part of American life and probably no other one phase of that life contributes more to recreation and to the fun of living. Therefore, the music period in school must be fun as well as very hard work. The good teacher sees that the pupils look forward to the music period as one which is a *must* in his life.

8. The good music program is a personal experience for both the pupil and his teacher who uses every means of discovering the talented pupil and of guiding him toward the course which will best fulfill his needs. In so doing, the advice may be for the pupil to make music his vocation. This means that a teacher must be alert, must be interested in the individual pupil, and must be able to advise him wisely.

### III. What Are the Qualifications for a Good Teacher of Music Education in the Secondary Schools?

A GOOD teacher of music for the secondary school is a person with a combination of talents and responsibilities. He is one who has chosen a career in which his preparation has been in two arts—the art of education and the art of music. It is not enough that he knows music—he must know how to teach music. He must be sensitive to the qualitative and the quantitative responsibilities of his profession. By this is meant the absolute determination that every

music educator must have to demand quality of the highest order from the work of his pupils. It is *not* good teaching of the art of music to do otherwise. Yet *at the same time*, the music educator and his field are in a quantitative market, so to speak, and the standards set must be carefully and frequently measured so that "musical education" is not the result for a few pupils, but that education through music is the result for all the pupils. With this basic understanding of the dual nature of the music education responsibility in mind, the principal should look for the following qualities in his music teacher:

1. A good teacher of music should have the same fine qualities of any good teacher. He should have imagination and a pleasing personality which appeals to adolescent pupils. He should be able to laugh while he demands the conduct necessary to achievement. He must understand, respect, and have real affection for the pupils of the junior and senior high schools. He must be able to command their respect as well as their affection.

2. A good teacher of music must be an expert in dealing with human relationships found among pupils, teachers, administrators, and parents. He should have broad sympathies, keen discriminations, and sound judgement.

3. A good music teacher should have a musical personality, musical expertness, artistic sensibilities. He should be an expert in dealing with those phases of music instruction peculiar to junior and senior high schools. He should have intimate acquaintance with subject matter and teaching methods.

4. A good music teacher should be able to counsel wisely and to guide learning. He should have a broad and human cultural background.

5. A good music teacher should have sound teacher education preparation in his own field and those of general education and general culture.

6. A good music teacher must be able to sell his subject to pupils, teachers, administrators, and parents and yet be able to see the pupil as an individual and the school program as a whole.

#### IV. What Is the Minimum Program of Music Education in the Secondary School?

THE actual minimum program in a school may be assembly singing or recreational music which is sponsored by the administration and school with no music teacher.

The *minimum program recommended* requires one music teacher and one music room. The teacher should be a well-rounded music

educator. Current trends in education demand that the teachers of music in the secondary schools be more than specialists in one field—i.e., only conductors of bands, orchestras, and choruses. In certain large schools and city systems, specialists are in demand, it is true. Most schools and school systems are smaller, however, and it is in these situations where the music teachers are needed. This does not imply that a good music teacher may not and should not be primarily talented and trained for instrumental teaching or choral work. It does imply, however, that there is grave danger inherent in over-specialization of the music teacher. The string program in a school should not succeed at the expense of a good band, chorus, and general music program because the music teacher likes to conduct orchestra concerts. To deprive boys and girls in a school of an orchestra because the instrumental teacher plans his year's work around a marching band for football games is not music education and cannot be so regarded either by the principal or music teacher. The singing program in a school should not be dominated by the excellence of work and concerts of sixty or seventy of the total school population in an *a cappella* choir. A music teacher, with knowledge of organization and administration, with the help of the principal, will not let these situations develop—even in a minimum program.

#### 1. IN JUNIOR HIGH SCHOOL (*Seventh, Eighth, and Ninth Years*)

##### REQUIRED

- a. *General Music*. Minimum of 90 minutes per week in two periods. This course is desirable for each year. It is strongly recommended for the seventh and eighth grades. In the ninth grade, one semester should be required, if possible.

##### ELECTIVE

- a. *Glee Clubs, Choruses*. Minimum of 90 minutes per week in one or two periods.
- b. *Class instruction in instrumental music*. Minimum of 45 minutes per week.
- c. *Orchestra*. Minimum of 90 minutes per week.
- d. *Band*. Minimum of 90 minutes per week.

#### 2. IN SENIOR HIGH SCHOOL (*Tenth, Eleventh, and Twelfth Years*)

##### REQUIRED

- a. *General Music*. Minimum of 90 minutes per week or sufficient time for at least  $\frac{1}{2}$  credit. Recommended for requirement one year only, if possible in tenth year, for pupils not in music electives.

SUGGESTED PROGRAMS FOR ONE TEACHER, ONE ROOM  
JUNIOR HIGH SCHOOL

A. *Eight-Period Day*

(Periods approximately 45 minutes)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Gen. Mus. 7	Gen. Mus. 8	Gen. Mus. 7	Gen. Mus. 8	
2	Boys choir	Girls choir	Boys choir	Girls choir	Boys and Girls chorus
3	Instrument Class		Instrument Class		Instrument Class
4		Gen. Mus. 9		Gen. Mus. 9	
5	Lunch	.....	.....	.....	.....
6	Orchestra		Orchestra		Orchestra
7		Mixed cho. or choir		Mixed cho. or choir	
8	Band		Band		Band

Extra Period      Rehearsals or club meetings, etc. ....

B. *Six- or Seven-Period Day*

(Periods approximately 60 minutes)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Gen. Mus. 7	Gen. Mus. 8	Gen. Mus. 7	Gen. Mus. 8	
2	Boys choir	Girls choir	Boys choir	Girls choir	Boys and Girls chorus
3	Orchestra		Orchestra		Orchestra
4	Lunch	.....	.....	.....	.....
5	Band		Band		Band
6		Gen. Mus. 9		Gen. Mus. 9	
7		Mixed cho. or choir		Mixed cho. or choir	

Instrumental classes arranged for free periods.

SUGGESTED PROGRAMS FOR ONE TEACHER, ONE ROOM  
SENIOR HIGH SCHOOL

**A. Eight-Period Day**

(Periods approximately 45 minutes)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Band	Gen. Mus.	Band	Gen. Mus.	Band
2		Mus. App.		Mus. App.	
3	Boys choir	Girls choir	Boys choir	Girls choir	Boys and Girls choir
4	Theory		Theory		
5	Lunch	.....	.....	.....	.....
6	Mixed cho. or choir		Mixed cho. or choir		Mixed cho. or choir
7	Class and individual lessons	.....	.....	.....	.....
8	Orchestra		Orchestra		Orchestra

Extra  
Period    Extra rehearsals, music club, etc. ....

**B. Six- or Seven-Period Day**

(Periods approximately 60 minutes)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Orchestra	Gen. Mus.	Orchestra	Gen. Mus.	Orchestra
2		Mus. App.		Mus. App.	
3	Mixed cho. or choir		Mixed cho. or choir		Mixed cho. or choir
4	Lunch	.....	.....	.....	.....
5	Boys choir	Girls choir	Boys choir	Girls choir	Mixed chorus
6	Band		Band		Band
7		Theory		Theory	

Extra  
Period    Rehearsals, clubs, etc. ....

Instrumental classes arranged for free periods.

## ELECTIVE

- a. *Glee Clubs, Choruses, Choir.* Minimum of 90 minutes per week or sufficient time for at least  $\frac{1}{2}$  credit.
- b. *Orchestra.* Minimum of 90 minutes per week. Sectional rehearsals or class instruction of 45 minutes per week in two periods.  $\frac{1}{2}$  credit.
- c. *Band.* Minimum of 90 minutes per week. Sectional rehearsals or class instruction of 45 minutes per week in two periods.  $\frac{1}{2}$  credit.
- d. *Music Appreciation.* Minimum of 90 minutes per week or sufficient time for at least  $\frac{1}{2}$  credit, in one or two periods.
- e. *Theory.* Minimum of 90 minutes per week or sufficient time for at least  $\frac{1}{2}$  credit in one or two periods.
- f. *Opportunity for class or individual study in school or from private teachers, i.e., applied music (voice or instruments) or theory.*

**V. How Can the Total Music Education Program in the Junior and the Senior High Schools Be Effectively Planned and Developed?**

**A**N over-all music education program should be a balanced program which aims to give all the pupils an opportunity for the musical experience for which they have aptitude and interest. The program which is functional for one school is not necessarily the same program which develops well in all other schools.

In order to plan a well-balanced music education program, it is wise to consider the locale, the number of pupils, the number of teachers, the availability of space for classes, and the amount of equipment and materials which a school is able and willing to obtain. The time for music classes is also very important. Scheduling is often difficult in a crowded school curriculum. In junior and senior high schools, a successful music education program should carry credit comparable to other subjects in the curriculum.

Here are three types of situations with suggestions: (A) Music Activities in a school with no organized music program and no teacher of music. (B) Organized music programs in small junior and senior high schools. (C) Organized music programs in larger schools.

A. Music activities in a school which has *no organized music and no special music teacher.* Many fine programs have developed from just such a beginning.

The following points will be of assistance to interested administrators and teachers who wish to include music in a school when there is no music teacher on the faculty:



1. They can include recreational singing suitable to the needs and local background of the pupils, keeping in mind the broader cultural and aesthetic aspects of music.
2. They can encourage pupils toward individual growth and performance both in and out of school. The person directing the music activities should (a) furnish performance outlets; (b) assume leadership in working with interested pupils; (c) encourage other teachers and adults to participate in working informally with groups and individuals; (d) bring outside musicians to help in school programs if necessary and possible; (e) promote group listening to records and to radio and television; (f) use motion pictures; (g) encourage attendance at local music events.

When such a beginning has been successfully made, the superintendent, principal, and teachers will want a music teacher because the *music education program* will have been started and will have justified the addition of specialists.

*B. Organized music programs in small junior and senior high schools.*

A proportionately large percentage of the entire student body must be encouraged to enroll in music groups if these groups are to be successful.

1. It will be necessary to secure the interest of the pupils in music. The personal promotion of music by the teacher with the assistance of the principal through school assemblies is the best way to reach all the pupils. Then it is advisable to arrange for personal contact by the teacher with each individual pupil to discover his interests, his abilities, his time limitations and to attempt to fit the program to the needs of the majority of the pupils. Here it is necessary to consider the teacher load, the rooms and equipment available, the entire school program as well as the needs of the pupils.
2. A required general music course to discover ability, aptitudes, and interests is a good beginning in planning a music program. Subsequently, only first-year and new pupils need be required to take the course. In small schools, this general course may include other arts, thereby extending its usefulness as an exploratory course.
3. The minimum activities to assure participation and to allow for development in such a program should be (a) assembly singing for all of the pupils; (b) instrumental and choral performance groups; (c) general music appreciation classes for the pupils who do not wish to be in the performance groups or who are not able to be included in those groups.
4. In order to sustain a music program, the teaching must be inspiring and good, the material must be suitable to the ability and interests of the group, and music should be recognized by the principal as an essential part of the entire school program.
5. Since performance motivates a music program both for the performers and for the listeners, performances which grow out of class procedure should be provided to enrich the musical experiences of the music groups, of the other pupils in the school, and of the community.



C. *An organized music program in larger schools.* Assuming an adequate staff of music teachers, a sufficient number of music classrooms, adequate equipment and material, and a flexible enough program schedule, a good program can be developed along several lines:

1. A general music course, which qualifies for its value for general educational purposes as well as for its orientation in the field of the arts, *should be offered to all pupils regardless of previous experience in music.* This course may be required in the ninth or tenth grade. *It can be the backbone of the music education program.*

2. Assembly music which employs well-developed assembly singing toward the end of participation for all and which also uses the various performing groups and individuals to bring interesting and rich musical experiences to the entire school is an asset to the school, the student body—and, most assuredly, to the music education program. There is no better way to interest pupils in a music program than by planning for all pupils to become a part of the existing program either in the capacity of performers or listeners. Thus the assembly program can be a vital part, in any school, of the over-all music program. However, the assembly program must be a good one planned for the needs and local background of the pupils—one in which the development toward the appreciation of the best which music has to offer is kept in mind.

3. Performing groups may be set up on a broader base to reach all who are interested in singing or playing. These groups should have the opportunity for advancement by levels so that the pupils in the school can pace themselves by others of equal ability and experience. The more sections available in a school program, the easier it is to make a satisfactory individual program. The following observations may be helpful in planning a music education program: (a) school groups, large and small, should be available to suit the experiences of any pupil who wishes to enroll; (b) instrumental groups, from the smallest ensemble to the symphony orchestra and concert band, should be provided; (c) choruses, choirs, glee clubs, and small vocal ensembles should be available; (d) combination of instrumental and choral groups in performance should be encouraged; (e) high standards of performance should be maintained; (f) solo performance should be encouraged.

4. Music appreciation classes should be offered to pupils because a large number of these boys and girls will be the listeners, the audience, the patrons, the consumers of music throughout their lives. These classes should be enrichment courses, opening the door to musical experiences and, through music, to human experience and human relations.

5. Theory, harmony, and composition courses may be offered to particularly interested and talented pupils. These should be elective courses which may not appeal to boys and girls as much as music appreciation and performance courses; but they should be required of music majors.

6. Individual and group lessons in piano, orchestral and band instruments, and voice are desirable either from private teachers properly approved by school authorities or in school.

7. Music clubs which are means of motivating performance or music study are excellent extracurricular activities.

# **VI. What Were the Recent Recommendations Issued by the North Central Association of Colleges and Secondary Schools Relative to Certain Aspects of the Music Education Program?**

**F**OLLOWING is an excerpt from the Recommendations of the North Central Association of Colleges and Secondary Schools adopted at the 1951 meeting of the Association. This excerpt deals with the instructional program in music in the secondary school. In the section dealing with contests in the secondary schools will be found another excerpt from the recommendations concerning extracurricular music activities of which contests are a part. The recommendations were proposed by the Music Educators National Conference at the request of the North Central Association of Colleges and Secondary Schools.<sup>1</sup>

## **The Instructional Program in Music in the Secondary Schools.**

### **A. "Areas of Instruction"**

#### *Junior High School*

1. *General Music Course* open to all students regardless of previous musical experience. A course offering a variety of musical activities such as playing, singing, listening, reading music, and creative activity.
2. *Vocal Music.* Boys' and girls' glee clubs, chorus or choir, small vocal ensembles, assembly singing for all students.
3. *Instrumental Music.* Orchestra, band, small instrumental ensembles, class instrumental instruction, wind, string and keyboard, for beginners and more advanced students, individual applied music study for credit available in grade nine only.
4. *Special Electives in Music.* In some junior high schools, there is need for special elective classes in music appreciation and in music theory, especially in grade nine.

#### *Senior High School*

1. *General Music.* Open to all students, regardless of previous musical experience. A course similar to that described above under Junior High School, but adjusted in its content to senior high school interests and needs.
2. *Vocal Music.* Boys' and girls' glee clubs, chorus, choir, small vocal ensembles, voice classes, applied music credit for private lessons. Some of the large choral groups selective and others open for election by any

<sup>1</sup>Copies of report and complete text of the recommendations pertaining to music and speech may be obtained from Music Educators National Conference, 64 E. Jackson Blvd., Chicago, Illinois.

interested student, unless the school is too small to allow for more than one group.

3. *Instrumental Music.* Orchestra, band, small ensembles, class instrumental instruction, wind, string, percussion, and keyboard for beginning and advanced students, dance band. Orchestra and band should be divided into beginning and advanced sections, or first and second groups, if the enrollment warrants such division.

4. *Elective Course Offerings.* Music theory, music appreciation, music history. Many high schools find it feasible to offer several years of instruction in each of these fields.

*For All Students in Junior and Senior High School*

1. *Assembly Programs.* Music programs with singing by all the students, the appearance of school musical organizations, and the appearance of outside artists.

2. *Recitals and Concerts by student performers*

3. *Educational Concerts*

4. *Music Clubs.* Clubs devoted to those interested in certain phases of music study or related areas: Record Collectors' Club, Conducting Club, Folk Dance Club, Recorder Club, etc.

*B. Teacher Load*

Many schools are demanding too much of their music teachers. This is perhaps more true of the smaller schools than of the larger units. It is recommended that a study of the teaching load of the music specialist be made with the view to adding more staff where necessary. Standards of instruction and the welfare of the teachers engaged in the profession are jeopardized when the administration fails to comprehend fully the physical strain involved in conducting musical activities. A balanced music program to serve all the children in the school will require that adequate teaching hours be available to do the work.

*C. Scheduling*

The tendency to reduce the number of periods in the school day has made it impossible for many principals properly to schedule music courses. Music can contribute sufficiently to the total school program to justify a serious consideration of the problems involved in scheduling it. Such a study must give due consideration to the scheduling needs of the performing instrumental and vocal organizations as well as to their training units.

**VII. What Are the Most Common Problems in the Junior and the Senior High Schools?**

1. *Scheduling the total music program* is one of the important problems both of the principal and the music teacher. Inadequate time is often allotted to music in the regular schedule because of the difficul-

ties encountered in arranging music periods for a sufficiently large number of pupils. The fewer the number of periods in a school day, the more difficult it is to make room for a wide variety of music classes. Since music in both junior and senior high school is, like other subjects, important only in so far as it contributes to the overall development of the pupil, the time allotment and scheduling should take into consideration the entire music program and not just the groups that may provide favorable publicity for the school or sources of amateur entertainment for the community.

We should be more interested in what music can do for pupils than we are in what the pupil can do for music. A music education program must be given enough time with not too long intervals between meetings if interest and progress are to be maintained. In as far as possible, this time should be in the regular school time schedule. Music teachers rarely complain about extra rehearsal hours before and after school. However, these rehearsals should be the outgrowth of regular in-school procedures.

2. *Inequalities arising from over-stressing the elective system* exclude many pupils who would like to take music. Therefore, particularly through the ninth year, there should be proportionate contact with the arts for all pupils and also elective courses for those especially interested. In the senior high school, where there are a number of required courses and a diversification of electives, the elective courses are likely to be highly competitive for the interest and the time of the pupils, particularly the outstanding pupils. The principal has the responsibility of keeping a balance in his school. However, scheduling enters keenly into giving all electives a fair chance. This is one of many problems on which the music teachers and the administrators must work together. In large schools it should be possible to work out a master schedule without conflicts for the pupil majoring in music.

3. *Lack of over-all, wise pupil guidance* is another difficulty which tempts every teacher to become a competing advocate for his own special field, thus leading to confusion in the pupil's mind from the opposing suggestions and demands. This situation too often arises within a music department as well as within the school. Music teachers and administrators should remember that the chief objective of the music education program is to teach pupils through music, not just "show them off." Too often the guidance experts have forgotten that their real responsibility is to assist the pupil to choose a program best suited to his individual needs and desires and not to hand out arbitrarily a conveniently pre-arranged program.

4. *Insufficient equipment* for music education is often a difficult problem to overcome because music groups in secondary schools need expensive equipment such as a piano, a phonograph and records, audio-visual aids, orchestral and band instruments. A well-selected and sufficient library of vocal and instrumental music should also be expected as a basic part of permanent equipment. Not only is the initial outlay important, but also the repair and replacement of old, worn-out equipment causes heavy demands on the budget. Over a period, this equipment will be no more expensive than that demanded by the physical education, science, or many other departments. It does take long-range planning. A good music education department may be started with comparatively little, *but* it cannot continue to grow and to sustain interest without proportionate growth in the amount of material and equipment. The responsibility here often lies with the music teacher because he does not make his needs known to his administrators. Often a five-to-ten-year buying program will solve this problem. (For information concerning budgets see Section XIX.

5. *Ineffective teaching*, because of the teacher's inadequate preparation in music, lack of understanding of the pre-adolescent and the adolescent, weak appeal to adolescent interest, lack of the knowledge of the basic principles of good teaching, is one of the major problems. The teacher must thoroughly understand and believe in the psychological values of music education. Too often the teacher thinks only in terms of performing groups and forgets the importance of music as a stabilizing influence and as a force in the development of powers of attention and concentration. The well-rounded music teacher must understand the problems of the changing voice which is indicative of the pupil's mental and physical development. In fact, an important function of music is to teach the best use of the singing and speaking voice. *A teacher who does not understand the changing voice rarely is able to handle the changing child.* The teacher should understand the rapid physical growth of adolescents and must realize that this growth is uneven throughout the body. This causes a problem of muscular control for every pupil at some time. At this age the activities provided by music groups have many opportunities to serve the needs of youth.

6. *The selection of proper material* for all classes in secondary school is a major problem. Besides being carefully chosen for its high musical quality and for its suitability to the adolescent voice and to the physical co-ordination of the instrumentalists, the material

must appeal to the emotional nature of the "young adult." Music expressive of a great variety of moods must, therefore, be available as well as music correlated with other school subjects and associated with the pupil's life and interest *in and out of school*.

7. *In the senior high school, where credits toward graduation and toward college entrance are necessary*, music should be eventually placed on the same credit basis as any other subject. The music education program must earn this privilege by actually contributing to the total education of the pupil. In many schools, this privilege has been recognized. Universities and colleges might well re-evaluate their entrance requirements in light of the changing standards of secondary-school music offerings. Some far-seeing colleges, universities, and other teacher training institutions give proper recognition to earned high-school music credits, but the number of such institutions is too few. A music class which meets daily and which demands the same outside preparation as an academic class should carry full credit. The results of the "Eight Year Study" as reported by Aiken would seem to indicate that the time has come for such a re-evaluation. A class which meets daily but which requires no regular outside preparation should receive only half credit. Classes which meet on a part-time basis should be credited accordingly. Serious private study with adequate approved instruction and daily practice should receive school credit.

8. *Administrators* are not always able to provide the music program with every opportunity. It should be the duty of the music teacher to work as closely as possible with his administrator and together form a team that can solve these problems as they arise. Administrators are busy people and music teachers must realize that they have the responsibility of informing their superiors with the needs and demands of their particular department. Music teachers must make every effort to bring music to the attention of their administrators and boards of education. It is a fact that when superintendents and principals plan their various meetings, music is a part of the program. It is the obligation of the music teacher to make this music effective and vital. The support and understanding of administrators in the daily problems arising in music education programs are much more likely to follow such support and live interest on the part of the music teachers. This publication is the finest evidence of the keen interest which the principals of secondary schools have in an effective music education program.

### VIII. How Can the General Music Course Be Effectively Planned and Developed?

AMONG many music teachers, administrators, and directors of curriculum these days, there is increased interest in the general music program. Among others there is apprehension about the general music program—what it really constitutes, how to implement it—its intrinsic value in a music education program and to a total school program. It is really nothing new. Many good music teachers and administrators have been advocating it for years and have been practicing it for as many years.

The general music program is not a substitute for any part of a sound program of music education. Rather it is designed to and manifests itself mainly in "opening the door" of music in American schools a little wider so that more boys and girls may have more experience in actually using music as a means of feeling comfortable with music. Music teachers and administrators who are accenting the general music program are still the same people who are also emphasizing the importance of the specialized groups—orchestras, bands, choruses, and ensembles. In other words, it is the broad base of the total music program from whence emanates special groups and special teaching of such groups.

The general music course should be open to all pupils regardless of previous musical experience. This course should offer a variety of musical activities. The content of this course should be limited to what reasonably might be considered within the range and capacity of the average student. The objectives of the general music course should be to (a) arouse and develop interest in music, (b) give further contact with music and some experience in producing it, (c) give information about music that the well-informed person should have, (d) provide exploratory experience in singing, listening, and playing, (e) further desirable musical skills, and (f) provide opportunities to discover musical skill.

There should be (a) singing of interesting songs of all classifications, songs with strong melodic or rhythmic appeal are especially desirable; (b) enough voice training to enable each pupil to use good tone quality and good diction, and to understand the possibilities in the use of his singing and speaking voice; (c) use of attractive illustrative materials of all kinds; (d) use of varied techniques in teaching this course, for example: demonstrations, discussions, programs by visiting artists and speakers, class concerts, and class expeditions to places of musical interest; (e) a tie-up of subject matter as far as



possible with the pupils' in-and-out-of-school interests such as topics or projects which interest them in social studies, English, art, and modern languages, including music they have heard and enjoyed in radio, television, concert performances, church, or motion pictures; (f) frequent use of all audio-visual aids and other new teaching devices including informal instruments—melodic, harmonic, and rhythmic.

The course in general music must be flexible because of varying local conditions and pupil needs. The general music course classes should not be larger in size than classes in other areas having similar objectives. The teacher must be good, one broadly trained in music as well as in general education, ever alert to evidence of interest and personal growth in the pupils.

The general music course is recommended as a required course, preferably in the seventh, eighth, and ninth grades in junior high school and in the tenth grade in senior high school, because such a course offers so much of value for general educational purposes, for orientation in the field of the arts, and for the development of the personality of the individual.

#### **IX. What Should Be Included in a Secondary-School Music Program for Students With Varying Degrees of Talent and Interest in Music?**

1. *For the pupil who plans to pursue music as a career*, in a large, highly organized high school, it might be possible to obtain half the credits necessary for graduation, in music. It is doubtful if such a practice is wise, however, for the pupil may wish to go to college, and few colleges will accept more than four units in music for entrance; many of them less. Furthermore, the professional musician needs the type of education that will enable him to take his place as a member of society and make the greatest possible contribution to the group in which he lives. If the pupil is permitted to devote too much time and energy in the high school to a single field, the all-round development sought is not then likely to follow.

However, the pupil who plans to make music his vocation, should be allowed to take as much music as possible in high school. He should be a serious member of one or more performing groups; he should be encouraged to take private lessons outside of school for which credit is given; he should take theory, harmony, and composition if such courses can possibly be offered; he should certainly have general music as his basic course; he should have music appreciation so that his knowledge of music will not be confined to his chosen



performance field. He should have an opportunity to perform in a solo capacity to encourage him in his aspirations and to give him poise and confidence.

In small schools as well as large schools, the pupil who desires to choose music as his career should have the privileges to major in his field as those choosing other professions. Without such a plan, music pupils lose the opportunity for much valuable pre-professional training. Even though a music department is not equipped to offer a wide variety of music courses, the pupil desiring to major in music should be allowed to take for credit, toward high-school graduation—all that is offered.

2. *For the pupil who has special aptitude in music but who does not plan to make it his career*, all performance groups, general music, and electives should be available. This group has the greatest representation in special performance units because they make music performance their avocation in high school. However, many of these pupils will elect theory, harmony, or composition because they want to continue music as a serious avocation. Even more of these pupils will be interested in general music and music appreciation courses because they will be the consumers of music as well as the non-professional musicians. These pupils should be encouraged to study privately in order to grow musically as much as possible.

3. *For the general student body*, the minimum music experience should be in assemblies either participating in general singing or as interested listeners. General music course, non-selective choral groups, and music appreciation should be available to these pupils. Often pupils who show no special aptitude or interest in personal performance are most intelligent and interested consumers of music. A good music education program plans for all pupils in so far as the facilities of the school will permit.

Sometimes the question is asked: Which pupils in the junior and senior high schools should have the opportunity to take a music course? A slogan for the Music Educators National Conference has long been "Music for every child and every child for music." All pupils should have the opportunity to take music. By the time they reach senior high school, some will have reached the saturation point in achievement and in interest. At times, this condition is due to the pupil himself. At another time, it is due to the fact that the music program to which he has been subjected was not effective. At other times, he has not had the opportunity at any time to discover the power of music. Therefore, when we say every pupil should have an opportunity to take music in the junior and senior high schools, we also say that

every junior and senior high school should have a music education program which can meet the needs of all pupils.

#### X. What Are Some Ideas Which May Be Incorporated in the Content of Music Courses?

PUPILS should be encouraged to enjoy all kinds of music. Probably the deepest enjoyment of music comes through its creation. The percentage of composers of music is relatively small, but this group may not be disregarded.

Again, performance of music brings great satisfaction. The better one performs; the more proficient he is in the tools of performance, the more he is able to appreciate music. Therefore, music courses should include the tools of creation and performance; the knowledge of the basic elements of music; reading music; and study of melody, rhythm, harmony, form, style, and others.

The media of musical expression, the voice and instruments, should be included—the music of historical periods, of various nations and cultures, of various religions, of American development, of various composers, music as related to life to-day, music as a means of expression, music in its various moods, music as related to other school subjects, music as related to the home, and music as related to the community, to the United States, to the world.

Young people love to improvise, and they should be given their head, so to speak, in improvisation in their music classes from time to time. This does not mean serious composing, although informal improvisation sessions have contributed some important things to music literature. Nonsense songs, fun songs, singing games—all these high-school pupils take to. These songs are music after all, so why should pupils not be in a music class as well as after a music class. A serious mistake many music teachers and their administrators make is to feel they must limit the music diet in school to serious and fine art music. One director of curriculum in evaluating a music program in his community said he was genuinely pleased with the excellence of the Palestrina number sung by the *a cappella* choir in his school, yet he wondered why the same group of girls and boys could not think of many songs to sing at a picnic!

Pupils should develop the facility to choose music intelligently for various purposes and to be selective in listening to radio and television and in purchasing recordings. They should be made conscious of the proper use of music in connection with motion pictures. They should acquire the desire to attend concerts and other music performances. They should learn to make the best use of music in

their lives. Not only the teaching process, the administrative procedure, but also the content of music courses is vital to the education of the pupil. Whether the pupil's role is creator, performer, listener; whether he is aiming to make music his vocation or his avocation, he deserves the opportunity to participate in a broad music education program.

#### **XI. What Are Some Suggestions for Providing a Broad Range of Pupil Interests in Music?**

**A** WELL-PLANNED and well-balanced music education program is aimed at diversified interests for pupils. In addition to regular courses, record clubs, dance bands, talent bureaus which record individual special talents, folk dancing, the modern dance, radio and television clubs, radio performance groups, music hobby clubs, composers club, and other special interest groups may be organized. The music teacher should not overlook the informal instruments—guitar, ukulele, accordion, mandolin, recorder, and autoharp. Young people are tuning to these instruments with genuine interest these days; so are the grown-ups. Folk song and ballad singing go hand in hand with these instruments. The pupils learn a great deal about harmony, instrument combination—and about themselves as they together explore their musical interests and talents. They will spend hours together working out their experimentations. A good teacher will encourage this and will want them to come back and teach him some of their "tricks." It is by no means difficult to move into a period of more serious music after such a profitable exchange. In general, all such activities should be the outgrowth of the music education program. However, such activities can develop into the music program itself by creating interest in pupils not already in the regular school music program.

#### **XII. Are Piano Classes Recommended for the Music Education Program in the Secondary School?**

**T**HERE is divergence of viewpoint on this question among music teachers. Some music teachers have positive recommendations to make concerning the inclusion of piano classes in the secondary schools. Others will not insist on the inclusion of piano classes—not because of any basic opposition to the belief that piano classes are a valuable part of the music education of pupils, but because of the

already very crowded secondary-school schedule in which the music education program must be accommodated. This question, therefore, is included here for principals who desire information concerning educational benefits implicit in a music education program which can and does include piano class instruction. There is much being said today about the kind of curriculum which includes the best tools to help boys and girls develop and "fortify those behaviors which will lead to improved democratic living."<sup>2</sup> Those responsible for curriculum changes in secondary education should be alert to the potentials in an activity in secondary education which does implement these behavior changes, the piano classes.

Several reasons support the inclusion of the piano classes in the high-school curriculum. The greatest asset, perhaps, is a social one. Here the teen-ager can acquire a skill which helps him to develop social leadership in the home, the church, school groups, and other community groups. This does not imply the acquisition of concert stage techniques necessarily, but the acquisition of a satisfactory functional use of the piano. The foundation for specialized training is given and a broad musicianship is acquired. Specialization depends upon the attitude and desire of the individual.

There are many personality changes which have been brought about through the piano classes. Piano study today is not the old formal type of study. The same kind of techniques of teaching as those used in language reading is employed by the good piano teacher. Here the pupil develops self-confidence through successful participation with others of his age and interests. The give and take of constructive criticism develops a fine feeling of co-operation, develops individual responsibility, and stimulates individual and group response.

The dynamics of the group arouses enthusiasm and changes attitudes toward piano study. The pupil always has an audience situation in the class with the added experience of helpful criticism. The whole experience is full of meaning and motivation. The shy develop strength and leadership; the overly aggressive develop the ability to help and to follow when necessary for the good performance of the group.

We know that many adult hobbies are the results of interests developed in school life. Piano playing serves one throughout life. The piano is a home instrument and is found at most social affairs. The use of the instrument can be with others or it can provide a means of self-expression when alone. There is a great personal satisfaction in playing for one's own pleasure. High school may be the last time that

<sup>2</sup>*Action for Curriculum Improvement*, p. 42, 1951 Yearbook—Association for Supervision and Curriculum Development, Washington, D. C.

a large majority of teen-agers will have the opportunity for developing an interest in music through the keyboard. Not too many administrators have had the opportunity to see the day-by-day development of these young people through this activity. Those who have had this advantage are very pleased with the results. Many have felt that they could not find time for the scheduling of these classes, and yet it has been possible in situations which could be cited.

Superintendent Fred H. Heisner of the Centinella Valley Union High School at Inglewood, California, where free piano classes have been offered for four years to the pupils, makes the following statement:

One of the most successful musical activities we have had has been our piano class. Our annual piano concert, including beginners as well as accomplished musicians, has been one of our most outstanding events. Piano students have found a fellowship and a motivation in the piano class that has been of tremendous stimulation in their development both as musicians and persons. These classes are scheduled throughout the day, and all are elective. The students in these classes receive regular credit. These classes are usually considered expensive, but the per-pupil cost of a piano class is less than an industrial arts class and much less than a vocational class. It has been said by some of our leading educators that the "most productive kind of work situation" (and we add study situation) "results when people are informal and friendly."

The very atmosphere of the good piano class develops the "want to know more" attitude on the part of pupils. There is not so much the idea of competition as the idea that it seems "so easy that I, too, can do it." Each pupil is allowed to perform at this level of development with the feeling of success. Many intangibles are developed through this successful participation. Privileges of piano study should be for all pupils from elementary school on through the secondary school. Keyboard experience in the early grades with elective piano classes in the secondary schools as we have the other elective instrumental classes would give all pupils the opportunity to develop broad musicianship and serve as laboratories for the discovery of special abilities. These privileges of piano study should not be for just the few who can afford a fee for individual study. It should be an accepted part of our American democratic educational system.

### XIII. What Are the Activities to Which a Music Program May Contribute?

THE activities to which music groups may contribute are limited only by pupil strength and time, available teacher time, good

<sup>2</sup>*Action for Curriculum Improvement, Op. cit., p. 43.*

educational practices, available equipment, and good taste. Music is a subject which lends itself easily to a variety of extracurricular uses. Much of the value of the in-school music activities is its ability to function by continuing into after-school or out-of-school activities.

Special emphasis should be made here for the principal and for the music teacher of their joint responsibility in seeing to it that their music education program is one which gives their pupils something they can use when they leave school. This has been advocated so many years and in so many different ways, it seems futile to insist further. The futility will indeed have reached a saturation point if, with the greatest development of music education in the world today, the largest number of music teachers, and the largest number of participating students, there is not, as a result, a more gratifying and substantial overflow from music education participation in schools to active, not passive, music participation in communities.

Music teachers and administrators have a joint responsibility in this not-so-formidable task. To make it happen, they need to analyze *together* what they are doing, where it is going, and what is happening to it. There are bumper crop possibilities in making this part of their pupils' education and experience a bulwark of enjoyment in the after-school lives of these pupils.

Because music education activities are two-fold in the nature of their contributory function, curricular and extracurricular, it is of the greatest importance that administrators do not confuse the two—that they do not regard the *extracurricular* contributions and activities as the music education program itself. It behooves us, then, to quote from the February, 1952, issue of THE BULLETIN of the National Association of Secondary-School Principals, Chapter XV:

1. *What Do We Mean by Extracurricular Music Activities?* It is true that great strides have been made in the music education program in the schools in the United States. It is safe to say that in this aspect of education, the United States schools are far ahead of any other country in the world. Yet we must face the fact that we have a long way to go before music is generally accepted as a *part of general education*—that is, on a par with the core subjects. Therefore, the question, *What Do We Mean by Extracurricular Music Activities*, needs careful analysis. Too often all over the country we find superintendents of schools, members of boards of education, principals, and Parent-Teacher groups thinking of the music the pupils receive through the schools as outside the regular curriculum. There are varying degrees of thought among such groups. We find those who feel that an education in music is unnecessary and definitely should not be part of the official school-day program. There are those who will say that it is desirable for boys and girls to have education in music, but such opportunities should be offered before or after the official school day. Still others believe such courses

should be entitled to some of the time during the official school day but offer no credit for such courses. For those who share these beliefs regarding education in music, the whole music education program offered to boys and girls through the schools is an extracurricular activity.

In contrast to these beliefs and convictions is the belief held by many superintendents, Parent-Teacher organizations, boards of education, principals, etc.—and it is a conviction which is growing in the United States *that music is a part of general education and that, as such, courses in music should be offered for appropriate credit. For those who share this belief, extracurricular activities in music are the activities in music in addition to the basic music courses for which credit is given.*

Therefore, we see that there are prevalent two attitudes or, as a matter of fact, two definitions of extracurricular music activities, one which regards all education in music as extracurricular and the other which regards extracurricular activities in music as activities which are an extension of the basic music program and included as one of the regular parts of the instructional program in the school.

2. *Why Should Education in Music Be a Part of General Education?* Education in music should rightfully be thought of as a regular part of the education of all boys and girls in junior and senior high schools. It is true that they arrive at the secondary-school level with varying backgrounds in music—some have had considerable music in their elementary-school lives—some have had practically none. The junior and the senior high schools should provide general music courses and opportunities for participation in performing groups (band, orchestra, choir, ensembles) as laboratory subjects with credit allowable for both—the amount of credit to depend on content of courses and individual school situation. Such opportunities should be given boys and girls in junior and senior high schools because:

It seems clear that music is definitely an important and contributing factor in the education of our boys and girls, and, in order to function properly as a part of their education, courses in music must be placed on equal footing with courses in other subjects, from the standpoint of *content, credit, time, and attitude.*

A well-balanced music program which is set up as a regular part of education should include general music classes, classes for performing groups (bands, orchestras, choirs, ensembles), and some courses in music literature and theory.

3. *What Are Extracurricular Activities in Music to Which a Program of Music in General Education Should Contribute?* The extracurricular activities of a school constitute one of the most vital parts of the entire educational program. Student activities which emanate from the music education program are of great value for (1) school service and (2) community service. In fact, one of the important values to be derived from a well-balanced music program in the official school day is the extent to which such a program will enable the boys and girls to participate in music activities which will be of value to the school and to the community as well as to themselves.

#### *A. Student Music Activities for School Service*

(1) All performance groups should contribute to school assemblies. Music may be a part of all-school assemblies by having the orchestra or



band play exit and entrance music, special selections to enhance the interest of the assembly as well as to give restful breaks in the program. Choral groups add to the musical experience of the entire school by appearing on the assembly program. Special music assemblies should be made popular. These assemblies should not only use performance groups but also make use of the entire school singing, accompanied by the orchestra or band and led by special choral groups. Small music groups and soloists should give home-room music programs. The informal instrument enthusiasts are popular additions to school assemblies.

(2) Most school clubs like to have music as a part of their programs. This is an excellent opportunity for the music department to co-operate with other departments in school.

(3) Certain classes in school like to include music in their regular class procedure. Language classes, social studies, English, and many others find that music adds to interest and to learning. Sometimes the music pupils who are in these classes make valuable contributions. At other times, teachers ask for special music which the music department should try to provide. Special assembly programs can be a direct outgrowth of such working together.

(4) Extracurricular music activities are sometimes the outcomes of special clubs, such as: Opera Club, Conducting Club, Madrigal Singers, Record Collector Clubs, etc. These groups may arrange concerts or other performances for public presentation or for pupil consumption.

(5) The band in most schools is an integral part of the athletic contest program. This is a fine relationship. In some schools they make these activities their sole interest and have, therefore, become just a show unit. This is unfortunate because the band has many other avenues of motivation and contribution.

The thoughtful administrator—superintendent or principal—will of course keep the music education program in balance in this respect. He and his band conductor will avoid and, if necessary, resist pressures which tend to make the marching band unit of the athletic contest the dominating factor in the music education program, if not the music education program itself, in his school. Many school administrators and conductors have already taken some positive steps to correct out-of-balance situations. For instance, in one area, formerly a locality where every football game had lavish demonstrations by the home team band and visiting team band *plus* a neighboring town band for good measure, the administrators have agreed on one demonstration only by the home team band. The band has attracted more attention in this respect than have other performing units. That is not to say, however, that the band has been the sole offender. Choruses and orchestras have frequently developed extracurricular activities to a point where both administrators and their conductors have had to take steps to realign them with the total program.

(6) A theater orchestra for plays given by the drama department is another excellent contribution for the music department.

(7) Music for school meetings and other school affairs is a good in-school relation for the music department.



(8) Music prepared for public performance may be shared with the entire student body and faculty, either in preview or as an after concert performance. This is also true of groups which are preparing for contests or festivals.

(9) Dance orchestras which play for school events are functional in many schools.

All of these activities, to be educationally healthy, should be the direct outgrowth of in-school procedure. These performances are motivating to classroom teaching, and they give the opportunity to share with others the fruits of their endeavors.

#### *B. Student Music Activities for Community Service.*

Public performance of all groups contributes to the well-being of a community if, in all public performance, the emphasis is placed upon the truly artistic elements. A poor public performance of inferior music is a liability to the school and to the community. A poor performance of good music adds nothing to a situation which needs both professional and administrative attention. Therefore, public performances by all groups should be carefully planned, the material wisely selected, and the preparation made with real devotion to the best musical results.

(1) School concerts are popular events in any community when the presentations are good. Concerts should be the natural outcome of school activities. They should be planned with conscious attention to good program building of worth-while material. The timing is important. There should be enough unity and plenty of variety. Each music group may have its own concert. Some schools have a series of concerts. All organizations worthy of public performance should have equal opportunities to perform. Music festivals or concerts combining all music groups are growing in popularity. This is a forward step in concerts because it unites the various segments of music organizations into a music department.

(2) Concerts or presentation of original music may be outstanding if the music is worthy of the best performance.

(3) Programs which collaborate with other departments or where music supports a particular idea or is incidental require careful study and the best performance.

(4) Operas or operettas which are the outgrowth of in-school activities which are well-suited to the pupil's ability and to the community are valuable contributions to the pupils, to the school, and to the community. These dramatic productions give the opportunity for the collaboration of many people and many departments in school. Opera production becomes unpopular with other teachers and with administrators when undue time and effort are expended. As a part of the regular program, the appeal of dramatic performance is very strong to the pupil and to the community.

(5) Pageants or festivals which include several schools or the entire community are worth-while ventures which again demand careful collaboration and planning.

(6) "Talent Shows" make use of many abilities and many pupils as well as organized groups in the schools. These public performances have great appeal to the public and need not be cheap or mere entertain-

ment. These performances often provide opportunities for the use of instruments not included in orchestra and band but which, nonetheless, contribute to the good living of pupils and the people in a community.

(7) Bands contribute greatly to parades of a civic nature. Music groups are often asked to perform for a variety of civic events and organizations. Such participation should be more fundamental than a means of publicity or for providing mere entertainment. If little or no educational benefits can result from such collaboration, the opportunity for participation should be tactfully declined by music directors or by the school authorities. In this connection, administrators—superintendents and principals alike—and the conductors of groups invited to participate in such civic events should have an understanding with the officers of the Local Units of the American Federation of Musicians relative to the Code or Ethics adopted by the executive bodies of the Music Educators National Conference, the American Association of School Administrators, and the American Federation of Musicians in 1947 and reaffirmed each subsequent year. (See below for a reprinting of the *Code of Ethics*). An over-amount of public performance may become a serious drain on the educational value of the music department.

(8) Music contests, competitive festivals, and non-competitive festivals are great public events in the places of meeting. The public should be included in such events.

None of these performances can be substituted for a good, balanced music program in the school. They can be important and extremely valuable additions to the program, supplementing it, and greatly enriching the lives of the pupils who participate. Each has value only as a part of a program when used with due consideration for the needs of all the pupils and not as a means of exploiting them. The music teacher and the administrator must have the needs of the pupils uppermost in mind in working out a stimulating, balanced program.

### A CODE OF ETHICS

#### JOINTLY AGREED TO AND AUTHORIZED BY EXECUTIVE ACTIONS OF THE

Music Educators National Conference

American Federation of Musicians

American Association of School Administrators

**T**HE competition of school bands and orchestras in the past years has been a matter of grave concern and, at times, even hardship to the professional musicians.

Music educators and professional musicians alike are committed to the general acceptance of music as a desirable factor in the social and cultural growth of our country. The music educators contribute to this end by fostering the study of music among the children, and by developing an interest in better music among the masses. The professional musicians strive to improve musical taste by providing increasingly artistic performances of worthwhile musical works.

This unanimity of purpose is further exemplified by the fact that a great many professional musicians are music educators, and a great many music educators are, or have been, actively engaged in the field of professional performance.

The members of high-school symphonic orchestras and bands look to the professional organizations for example and inspiration; they become active patrons of music in later life. They are not content to listen to a twelve-piece ensemble when an orchestra of symphonic proportions is necessary to give adequate performance. These former music students, through their influence on sponsors, employers, and program makers in demanding adequate musical performances, have a beneficial effect upon the prestige and economic status of the professional musicians.

Since it is in the interest of the music educator to attract public attention to his attainments for the purpose of enhancing his prestige and subsequently his income, and since it is in the interest of the professional musician to create more opportunities for employment at increased remuneration, it is only natural that upon certain occasions some incidents might occur in which the interests of the members of one or the other group might be infringed upon, either from lack of forethought or lack of ethical standards among individuals.

In order to establish a clear understanding as to the limitations of the fields of professional music and music education in the United States, the following statement of policy, adopted by the Music Educators National Conference and the American Federation of Musicians, and approved by the American Association of School Administrators, is recommended to those serving in their respective fields:

#### 1. MUSIC EDUCATION

The field of music education, including the teaching of music and such demonstrations of music education as do not directly conflict with the interests of the professional musician, is the province of the music educator. It is the primary purpose of all the parties signatory hereto that the professional musician shall have the fullest protection in his efforts to earn his living from the playing and rendition of music; to that end it is recognized and accepted that all music to be performed under the "Code of Ethics" herein set forth is and shall be performed in connection with non-profit, non-commercial and non-competitive enterprises. Under the heading of "Music Education" should be included the following:

(1) *School Functions* initiated by the schools as a part of a school program, whether in a school building or other building.

(2) *Community Functions* organized in the interest of the schools strictly for educational purposes, such as those that might be originated by the Parent-Teacher Association.

(3) *School Exhibits* prepared as a part of the school district's courtesies for educational organizations or educational conventions being entertained in the district.

(4) *Educational Broadcasts* which have the purpose of demonstrating or illustrating pupils' achievements in music study, or which represent the culmination of a period of study and rehearsal. Included in this category are local, state, regional, and national school music festivals and competitions held under the auspices of schools, colleges, and/or educational

organizations on a non-profit basis and broadcast to acquaint the public with the results of music instruction in the schools.

(5) *Civic Occasions* of local, state, or national patriotic interest, of sufficient breadth to enlist the sympathies and co-operation of all persons, such as those held by the G.A.R., American Legion, and Veterans of Foreign Wars in connection with their Memorial Day services in the cemeteries. It is understood that affairs of this kind may be participated in only when such participation does not in the least usurp the rights and privileges of local professional musicians.

(6) *Benefit Performances* for local charities, such as the Welfare Federations, Red Cross, hospitals, etc., when and where local professional musicians would likewise donate their services.

(7) *Educational or Civic Services* that might beforehand be mutually agreed upon by the school authorities and official representatives of the local professional musicians.

(8) *Audition Recordings* for study purposes made in the classroom or in connection with contest or festival performances by students, such recordings to be limited to exclusive use by the students and their teachers, and not offered for general sale or other public distribution. This definition pertains only to the purpose and utilization of audition recordings and not to matters concerned with copyright regulations. Compliance with copyright requirements applying to recording of compositions not in the public domain is the responsibility of the school, college, or educational organization under whose auspices the recording is made.

## 2. ENTERTAINMENT

The field of entertainment is the province of the professional musician. Under this heading are the following:

(1) *Civic parades, ceremonies, expositions, community concerts, and community-center activities* (See 1, Paragraph (2) for further definition); *regattas, non-scholastic contests, festivals, athletic games, activities or celebrations, and the like; national, state, and county fairs* (See 1, Paragraph (5) for further definition).

(2) *Functions for the furtherance, directly or indirectly, of any public or private enterprise; functions by chambers of commerce, boards of trade, and commercial clubs or associations.*

(3) *Any occasion that is partisan or sectarian in character or purpose.*

(4) *Functions of clubs, societies, civic, or fraternal organizations.*

Statements that funds are not available for the employment of professional musicians, or that, if the talents of amateur musical organizations cannot be had, other musicians cannot or will not be employed, or that the amateur musicians are to play without remuneration of any kind, are all immaterial.

This Code shall remain in force for one year from September 22, 1947. At the end of one year the parties may come together for the purpose of

making such revisions in this Code as they may deem necessary and as shall be mutually agreed upon.

JAMES C. PETRILLO, *For American Federation of Musicians*

LUTHER A. RICHMAN, *For Music Educators National Conference*

HEROLD C. HUNT, *For American Association of School Administrators*

Dated at Chicago, September 22, 1947.

NOTE: This Code has been reaffirmed each year subsequent to 1947 by the Executive Committees of the American Federation of Musicians, the Music Educators National Conference, and the American Association of School Administrators.

#### XIV. What Is the Present Status of the Contest as an Activity in the Music Program in the Secondary Schools in the United States?

IT is not surprising that in a nation where the competitive spirit is so interwoven with the very lifestream, various types of competitive activities in the public schools would have considerable vogue. Although there is no way to prove the statement, it seems likely that the extraordinary development of school music contests in a comparatively short period of time was largely attributable to the keen interest and support of parents and the general public. With all credit to the high degree of leadership and initiative on the part of the school music teachers themselves, it seems improbable that such extra-curricular activities as music contests, festivals, meets, and tournaments could have been developed on such a large scale without hearty approval and, indeed, active participation and financial support on the part of the school patrons.

Although competitive activities in the field of secondary-school music first developed on the basis of strict ranking (*i.e.*, awards for first, second, and third place, *etc.*), the actual "contest" events are rare today and have given way to what are now known as "competition festivals," with adjudication on the basis of a scale<sup>4</sup> of sev-

<sup>4</sup>Five rating divisions are provided for by the plan on which are based official comment sheets provided by the National Interscholastic Music Activities Commission, formerly the National School Band, Orchestra, and Vocal Association: *Division 1* represents the best conceivable performance for the event and the class of contestants being judged. This rating might be compared to a percentage grade of 95 to 100. *Division 2*, an unusual performance in many respects but not worthy of the highest rating due to minor defects in performance or ineffective interpretation. A performance of distinctive quality. This rating might be compared to a grade of 87 to 95. *Division 3*, a good performance but not outstanding. Showing accomplishment and marked promise but lacking in one or more essential qualities. This rating might be compared to a grade of 80 to 87. *Division 4*, an average performance, possibly in whole or in part due to handicaps in the way of instrumentation or rehearsal time. Comparable to a grade of 75 to 80. *Division 5*, below average: much room for improvement. Director should check his methods, instrumentation, *etc.*, with those of more mature bands.

eral award divisions with sufficiently broad range that one or more, or in fact any number of groups or individuals, can receive the same rating. Thus the strictly competitive element has been to some extent reduced and educational aspects given more emphasis. However, it would be fair to say that most of the present-day school music competition festivals, auditions, *etc.*, where ratings are given are in essence a form of school music contests. Most of them are well planned and well managed by capable school personnel. With the passing years have come more capable handling of large groups and a maximum of value to the performer.

It is generally recognized that such activities are of value only when utilized as means to an end, and not the end in itself. Music teachers are working closely in co-operation with administrators in rearranging the technicalities and procedures necessary for strengthening the program in the schools and, in increasing degree, are in agreement regarding the relationship of contests and other interscholastic activities in music to the entire music program and to the over-all program of education. The recent change from the name, National School Band, Orchestra, and Vocal Association to National Interscholastic Music Activities Commission is indicative of the trend to the broader concept of the nature of interscholastic music activities. In the By-Laws of the Interscholastic Music Activities Commission adopted at the meeting of the Music Educators National Conference in Philadelphia (1952) the function and purpose of the NIMAC is stated:

The National Interscholastic Music Activities Commission (formerly the National School Band, Orchestra, and Vocal Association) shall function within the organizational framework of the Music Educators National Conference in accordance with the provisions of the constitution of the Conference pertaining to auxiliary organizations. The purpose of the NIMAC shall be to co-operate with the sponsors of interscholastic music activities in the development and maintenance of high standards in teaching, performance, adjudication, management, and other matters related to the conduct and educational values of such activities. It shall also accept responsibility for such assignments as may be designated by the national Board of Directors of the Music Educators National Conference or by the MENC State Presidents' National Assembly.

An excellent example of this co-operative work is seen in the report of the Activity Committee of the North Central Association of Colleges and Secondary Schools. This report with sections pertaining to music and speech in the secondary-school program was unanimously adopted by the North Central Association on recommendation of the

Activity Committee.<sup>5</sup> The introduction of the report and the section pertaining to extracurricular activities follows:

*Report of the North Central Association Committee*

I. RECOMMENDATIONS WITH RESPECT TO MUSIC AND SPEECH

It is recommended that:

(1) The recommendations prepared by the Music Educators National Conference and the Speech Association of America constitute the recommendations of the North Central Association with respect to suggested programs of music and speech education.

(2) That the Commission on Secondary Schools requests a sufficient appropriation to publish in brochure form these recommendations for nationwide distribution at a nominal cost.

(3) That State Committees of the Association make a determined effort to encourage implementation for improving programs of music and speech in each of the member schools of the various states of the Association.

(4) That the Chairman of each State Committee contact in each state both the Director of Extension of the State University and the Superintendent of Public Instruction, or the Commissioner of Education, encouraging each to assist in the implementation of the proposed programs in music and speech.

(5) That the Contest Committee in general, and its Chairman in particular, do all possible to encourage school administrators and school boards to give serious consideration to the curricular needs of boys and girls with respect to music and speech.

(6) That each State Chairman contact the executive officer of the school board association in his state encouraging a program of informing lay people of the needs for education in music and speech.

<sup>5</sup>At the 1951 meeting of the Commission on Secondary Schools of the North Central Association of Colleges and Secondary Schools, Chairman Lowell B. Fisher, on behalf of the NCA Contest Committee, presented a report embodying recommendations with respect to music and speech. This report was prepared, presented, and accepted as a substitute for the much-discussed "contact" recommendation presented the previous year. The North Central Association committee felt that the constructive, curriculum-wise approach represented by the 1951 report much better represents the purpose of the committee, the interests of the North Central Association schools, and the children they serve. It was for this reason that the committee enlisted the co-operation of the Music Educators National Conference, The Speech Association of America, and the National Art Education Association in the preparation of recommendations with respect to the subject fields represented by these three departments of the National Education Association.

It should be noted that in adopting the full report of the committee, the Commission on Secondary Schools also approved the section pertaining to speech as well as a number of other important recommendations, including a proposal that the name of the contest committee be changed to a title more appropriate to the scope of the committee's interests as developed through pursuit of its investigations and the curriculum studies resulting from its original assignment. In its unanimous acceptance of the committee's report, the NCA Commission on Secondary Schools approved the content of the speech and music sections of the report as guides for interested principals and curriculum directors. The report, therefore, has the status of recommendation rather than regulation or criteria. C. V. Buttelman, Executive Secretary, Music Educators National Conference, in the *Music Educators Journal*, April-May, 1951.



(7) That the contest element be handled in each member school in accordance with the general principles in the recommendations presented by the music and speech educators.

L. B. FISHER, *Chairman*, Activity Committee  
Commission on Secondary Schools  
North Central Association of Colleges and  
Secondary Schools.

Note: The report and the complete text of the recommendations pertaining to music and speech may be obtained from the Music Educators National Conference, 64 East Jackson Blvd., Chicago.

The Report of the Music Educators National Conference to the North Central Association of Colleges and Secondary Schools on extracurricular music activities which includes contests and which was approved at the 1951 meeting of the Commission on Secondary Schools of the North Central Association of Colleges and Secondary Schools is as follows:

### EXTRACURRICULAR MUSIC ACTIVITIES

#### Contests, Festivals, Special Programs

#### Status of Extracurricular Activities in Music

Music is a subject which lends itself easily to a variety of extracurricular uses. Part of the value of the in-school music activities is their ability to function by continuing on into after-school or out-of-school activities. These extracurricular activities are sometimes the outcome of special clubs such as: Opera Club, Conducting Club, Record Collectors Club, Madrigal Ensemble, etc. At other times, extracurricular music activities are a direct outcome or carry-over from in-school activities. In this class fall operettas, band performances at athletic contests, music contests and festivals, and other similar activities. All of these provide possible valuable outcomes; at the same time they also present difficult problems to be solved. There are three main points to be kept in mind in evaluating any activity or course:

(1) The most important fact to be considered in evaluating anything in connection with a school is its relation to the students. How valuable is it for the students concerned? Are the over-all results good enough to justify the amount of time required? The student and his needs must come first for consideration. If he is being exploited to satisfy the desires of community, school, parents, or teacher, the activity is indefensible. If, however, he is gaining desirable experience which he needs at this time whether this experience be musical or in human relations, and if the activity is not harming him, certainly it is both acceptable and desirable.

(2) None of these extracurricular activities in music can be substituted for a good, balanced music program in the school. They can be important and extremely valuable additions to the program, supplementing it, and greatly enriching the lives of the students who participate. But no marching



band or competition-festival program, or operetta, or any other such activity can fairly or feasibly be allowed to become the whole music program. Each has value only as a part of a program when used with due consideration for the needs of all the students, and not as a means of exploiting or short-changing them. Thus, the situation where the music teacher can get support or attention to music in the school only by putting on a "big show," or preparing groups which win contests, is a reflection on the vision and integrity of the school administrator and level of understanding of the community. And, in the same way, the situation where the music teacher is interested only in producing top contest groups or flashy dramatic shows, without giving attention to a good program of music education throughout the school, reflects on the professional status of the teacher as a music educator. Sufficient teacher time has to be provided to meet the needs of music for both the general student and the one with special interest in music. And the music teacher and the administrator both must have the needs of the students uppermost in mind in working out a stimulating, balanced curriculum.

(3) It is not possible to make one blanket statement or decision on the specific values of any of these activities with relation to all schools in general. The needs of each school are unique and should be met in the way best to serve the students in that school. All of these activities—operetta, contest, band performance, *etc.*,—depend for their ultimate values chiefly on the way they are used by individual teachers. An activity which brings forth undesirable results in one community may be, in other places, the spearhead for valuable growth in students to the delight of community, administration, teacher, and student. Each school needs to evaluate its curriculum, both in-school and out-of-school, and decide for itself what is best for its students.

#### PUBLIC PERFORMANCES

In all public performances, the emphasis should be on the truly artistic elements. Let the show elements be incidental. The idea that the public prefers the simple, obvious, or trite music is a fallacy.

(1) Value of public performances: (a) Presents vital goal toward which students may strive. (b) Provides opportunity for outstanding programming and achievement. (c) Promotes continued interest in music in school and in the community. (d) Spreads enthusiasm of students and instructor to entire school, the parents, and to the community. (e) Affords means for gaining public understanding of school music programs. (f) Provides excellent opportunities for raising standards of musical taste of students and of the public. (g) Students experience opportunities for creative and artistic expression as well as social broadening.

(2) Types of performances: (a) Concerts or presentations similar to those presented by professional organizations. (b) Interdepartment collaboration. (c) Programs wherein music supports a particular idea even though it is incidental. (d) Presentation of different musical groups of varying stages of training and ability. (e) Presentation of original music. (f) Music adapted to standard or original plays. (g) Pageants or festivals involving several schools or even the entire community. (h) Co-operation with civic events and organizations. Such participation should be more fundamental than a means of publicity or for providing mere entertainment. If little or no edu-

cational benefits can result from such collaboration, the opportunity for participation should be tactfully declined by the musical director or by the school authorities.

The National School Band, Orchestra, and Vocal Association, now the National Interscholastic Music Activities Commission—an auxilliary of the Music Educators National Conference has recently issued a *Manual for Interscholastic Activities in the Field of Music*. This manual is designed to serve as a guide to the management of all types of county, district, and state competitive and non-competitive festivals. This information is supplementary only, as specific information regarding any state or district competition or festival is always in the hands of the sponsoring organization or institution and should be obtained directly from that source.

The national school music competition festivals plan inaugurated in 1925 was an outgrowth of the state competition festivals, contests and, similar in name, interscholastic music meets. The national contests, indeed, were actual continuations or extensions of the state contests beyond the national level. Beginning in 1937, the national finals were conducted on a regional plan whereby the United States was divided into ten regional "national" areas. Since 1941 the national finals have been discontinued. This was due primarily to restrictions on travel during World War II. After the war, however, by common consent, there was no effort to reinstate the music competitions at the national level. The music contests functioning at the state level or sub-state level seem to have pretty well taken their place with other interscholastic activities so far as operations are concerned. It is still noticeable however, that the interest and support of the public in extracurricular music activities continues unabated, and that direct values accrue not only to the music program but, when contributing factors are kept in balance, to the schools and all that they represent in their respective communities.

The continuation of the competition festival movement, therefore, is now in the hands of the respective state organizations, with the National Interscholastic Music Activities Commission acting as a service organization in the interests of maintaining and developing educational standards, satisfactory adjudication procedures, and other values which can best be provided through co-operative effort. The National Interscholastic Music Activities Commission functions through the medium of the state-division-national organization of the MENC. The state associations have direct participation through their own duly elected or appointed representatives.

### XV. Is There a Growing Tendency Toward the Development of the Music Festival?

THERE is a growing tendency toward the development of the music festival as exemplified by the general use of the term "Competitive Festival" instead of "Music Contest." Music festivals are felt to be the natural outgrowth of the increased significance that has been placed on music in the public schools. Some music teachers and school administrators feel that non-competitive music festivals provide a strong motivating force for the improvement of public school music without the artificial stimuli of special awards or public recognition. It is further argued that participants in non-competitive musical events have the opportunity of listening to other participants, and thus have an indirect comparison of musical excellence without the objectionable glories of high prizes or the possible long-remembered stings of defeat. A strong argument is the inspiration that comes from being a part of a large music festival. Authorities feel that mass festivals foster true advancement in pacing pupils on to higher excellence without the tension of a competition activity. There are also arguments for the fact that the social benefits derived by all participants in a non-competitive festival are as important as the musical benefits.

The general philosophy behind the organization of a non-competitive music festival is that there be no element of competition anywhere in the program. However, some festivals make use of special and expert auditors who are asked to listen to the performances of the various musical units and then offer constructive criticisms for improvement to individual music directors later in written statement or verbal form.

Some sections of the country like the marching festival. Some of these marching festivals are considered complete when all the participating groups maneuver in military style only, whereas, others take the opportunity to stage a show, a spectacle, or even an extravaganza. Still others combine those ideas. There is usually the competitive element in such so-called festivals.

The festivals are of many types: large instrumental groups, vocal groups, and even solo and ensembles. Special types of festivals include strings, junior high, city-wide, county, leagues of schools, and many others.

### **XVI. What Is the Status of Organizations of Parents of Pupils of School Performing Groups?**

**T**HE history of organizations of parents of pupils of school performing groups shows some very fine contributions by some and some difficult situations developed by others. In general, most schools have Parent-Teachers Associations which are affiliated with the National Congress of Parents and Teachers. Any organization of parents of pupils of school performing groups should be a part of the all school parent association. The function of this special music organization should be to give counsel and advice on matters of mutual interest and responsibility to administrators and music teachers; to promote better relations among pupils, parents, administrators, and teachers; to encourage pupil participation; to be of any assistance possible when called upon by the music teacher or school authorities. Such organizations should encourage the advancement of music education in the schools but should never attempt to dictate policies either to the music teacher or to the school authorities.

Such an organization should have as its principal objective, assistance to all of the activities of the department of music in a school. Difficulties and inequities arise too frequently when there is parent organization relationship with only one of the two, three, or more pupil activities organizations in the music department. A music committee within the school PTA which sponsors all music activities can be a distinct asset to the music department. The music teacher and the administrator can invite such an organization to work with the music department in an advisory capacity.

### **XVII. What Should Be the Relationship Between the Teachers of Music in Secondary Schools and the Private Teachers in the Community?**

**E**ACH may be of great assistance to the other. There is no doubt that a music program is improved when the pupils are having private lessons in piano, voice, and orchestral and band instruments. Few teachers in the public schools have the time to teach privately. A good music education program in the school opens a fine market for the private teacher because pupils interested in a good program will seek private instruction. Even when class instruction in piano, voice, and orchestral and band instruction is offered in schools, the pupils soon reach an advancement at which they wish to have individual

instruction. Here again, the schools usually encourage pupils to enroll with private teachers.

Therefore, there should be the finest relation between the school music program and the private teachers. It is generally understood that this relation exists usually where there is a good music education program and where there are competent private teachers. In such cases, the school not only feeds pupils to the private teachers but the private teachers also encourage pupils to take advantage of the school music program. Credit in high school for lessons from private teachers is an excellent way to cement this co-operative relationship.

### **XVIII. How Much Carry-Over Should a Good Music Education Program Have Into the Community Music Activities?**

IT has been pointed out previously that public performances of school groups should contribute to the welfare of the community provided that, in these performances, the emphasis is placed upon truly artistic elements. In addition to school music performances, pupils in both junior and senior high schools may individually contribute to many community organizations and occasions. They may sing in junior and senior church choirs, or play and sing for various church activities and functions. They may participate in community music clubs or other youth organizations such as Boy and Girl Scouts, YMCA, YWCA., *etc.* They will be of great service in music to these groups. They may be members of civic orchestras, bands, and choral groups. They may participate in community plays, light operas, revues, *etc.* They are likely to act as song leaders at many community events. However, while the pupils are in school where there is a well-functioning music education department, their time and strength are likely to be overtaxed by too many demands from the community. They should be encouraged by parents and teachers to participate wisely.

One of the aims of a successful music education program is to foster a desire on the part of all pupils to continue participation in music events after they have completed their formal education. This ambition is too often unfulfilled. One reason for this is that the pupil may not have learned to love music wisely or intelligently in his school experience and has thus either been saturated with the music to which he has been subjected or he has not had the opportunity to become proficient enough in music to desire to take part in community affairs. Then, too, continued education away from his home may have made him lose touch with music events as well as with other happenings while he was away. Often he has become

engrossed in his vocation and his desire for music as an avocation has not been re-awakened. There is another important reason and that is that community music activities are sometimes not of the caliber of the school music organizations. A boy or girl who sings with an excellent school choir does not enjoy singing with a church choir the members of which have not taken their church choir responsibilities as seriously as has the young pupil his school choir! If the music education program is truly successful, the boy or girl who has had the opportunity to participate in a good music education program should become an adult citizen who will see that community music serves the people in his community as well as school music served him.

#### **XIX. What Is Some General Information Regarding Budgets for the Music Departments of Secondary Schools?**

THIS is a part of the music education program in the secondary schools which is probably least well organized and which has a minimum of *systematic attention* from principals and music teachers. The gradual development of music education as a part of general education explains this situation to some extent. Administrators have not always thought of music as one of the "regular" subjects in a secondary school. In many situations, it is still looked upon as an extracurricular program. Therefore, music department budget-making, even in schools where music is a recognized part of the in-school program, has not had a long history. This is part of the story.

Music teachers themselves need to give more attention to this phase of their total responsibility—it is exceedingly important to the success of their department. Too often a rather loose arrangement persists whereby music teachers request equipment and supplies. Their requests are granted or not granted, as the case may be, and everyone waits for the next time. The music teacher should take the initiative in such a situation. He should do some long-range planning. If there are several teachers of music in a high school, with or without a department chairman, they should talk over together and plan together their total budget on a long-range basis. It would seem that they should make it their business to know the facts concerning the total school budget, determine enrollments in music classes, evaluate the general music program in the light of the extent to which it is sufficiently comprehensive for the entire student body, and then be in a position to make recommendations to the administrator for a per-pupil share for the music department from the total budget.

Budget making is a give-and-take affair—administrators have many problems in making two ends meet. The principal should encourage initiative in budget making and study by members of the music department which needs to operate on a business-like basis with long-range planning. Although budget allocations for music may be very small in the final outcome, systematic attention to them should be insisted upon so that music departments—teachers and pupils—do not have to depend exclusively, as is frequently the case, on windfalls from interested community groups. This is not said in opposition to such community support. It is said, however, in an effort to make a plea for a balance of financial support at least for an in-school subject where and when it is functioning as such.

Following are some findings concerning budgets and budget-making in various parts of the country. They illustrate quite adequately the fact that there is indeed little consistency of pattern or approach; they indicate the very considerable diversity in funds allocated for music departments, not only between various parts of the country but also within certain geographical areas. Most of all, they call attention to the conspicuous need there is for close study and basic research on this important part of music education programs in secondary schools. The clear end of such study and research would be some simple and practical formulas which administrators and music teachers would undoubtedly welcome in their budget planning, making, and allocation for music departments in secondary schools. Perhaps some of these findings will point the way for such study.

#### *Instrumental Music Report<sup>6</sup>*

A survey made of the financial support of instrumental music in the schools of certain southwestern and middle west states indicated that of the thirty-one cities tabulated, all received financial support, in varying amounts, from boards of education. Following are a few excerpts from the report:

*Abilene, Kansas.* (Population 5,671). Amount budgeted for instrumental music, \$1,600. Ninety-four (94) pupils were enrolled in senior band, 42 pupils in senior orchestra, the band instrumentation was complete, the orchestra instrumentation was incomplete. No rental was charged for school-owned instruments, parents made no direct money contributions. Free lessons were given in all orchestral and band instruments in the grades. There was no revenue from school activities.

*Atchison, Kansas.* (Population 12,648). Amount budgeted for instrumental music, \$500. The activity fund contributed \$50.

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<sup>6</sup>Study by Milferd Crabb, Supervisor of Music, Public Schools, Kansas City, Kansas.



*Mason City, Iowa.* (Population 27,080). Amount budgeted for instrumental music, \$700. Each instrumental pupil paid a \$9.00 yearly fee. The parents gave sponsored school parties to raise money. One trip for band was financed by basketball fees and one trip by football fees. Free lessons were given in the elementary grades on all orchestral and band instruments.

*Springfield, Missouri.* (Population 61,238). Amount budgeted for instrumental music, \$2,000. Band members paid \$3.25 each for uniforms. The parents sponsored a "Fiesta" for music funds.

*Tulsa, Oklahoma.* (Population 142,157). Amount budgeted for instrumental music, \$13,000. The PTA and magazine sales contributed to the music budget. There were no student fees.

#### *Instrumental Music in Western Kansas Report.<sup>7</sup>*

One of the questions in this survey was: *What was the present school budget for band in the 1949-50 school year?* Following is a list of responses received from 103 school band conductors:

Do not know .....	10
Not established .....	46
\$300 or less .....	7
\$300-\$500 .....	15
\$500-\$700 .....	7
\$750-\$1,000 .....	1
\$1,000-\$1,500 .....	8
Over \$1,500 .....	9

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Another question asked: *Does the Community or other organizations contribute to the support of the band?* Response: 42—yes; 61—no.

Another question asked: *Does the band contribute to its own support?* Response: 53—yes; 50—no.

#### *Duluth, Minnesota, School Music Budget.* (Population, 103,000)

Elementary School Enrollment—9,979; Junior High School—3,889;  
and Senior High School—2,649—total, 16,517

	Vocal	Instrumental
Supplies .....	\$2,700	\$2,000
Equipment .....	3,500	4,000
Replacement .....		700
Repairs .....	(not budgeted)	1,500
Piano Tuning .....	250	
	<hr/> \$6,450	<hr/> \$8,200

Total Budget for Music Department, \$14,650.

<sup>7</sup>Report by Harold G. Palmer, Fort Hays, Kansas State College, Studies No. 16, 1952.



*Bend, Oregon, School Music Budget (1951-52)*

Population, 11,409

*High School*

New Instruments for Junior and Senior High	
Band and Orchestra (Capital Outlay) .....	\$700
New Music Stands (Capital Outlay) .....	100
Repair of Instruments, Small Equip. ....	200
Sheet Music, drum heads and general maintenance of entire Dept. ....	<u>500</u>
	\$1500

*Kenwood School*

New Instruments; Continue program of basic instruments for grade schools .....	\$700
Instructional Material; records, textbooks, sheet music .....	<u>250</u>
	\$ 950

*Allen School*

New Instruments: Continue program of basic instruments for grade schools .....	\$500
New Music Stands: Present ones to go to high school, where replacements are needed .....	200
Instructional Materials: records, textbooks, sheet music .....	<u>250</u>
	\$ 950

*Thompson School*

Additional Rhythm Band Set (Capital outlay) .....	\$ 25
Instructional Materials: textbooks .....	<u>25</u>
	\$ 50

*Reid School*

Instructional Materials: textbooks .....	\$ 25	\$ 25
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*Marshall School*

Instructional Materials: textbooks .....	\$ 25	\$ 25
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*Yew Lane School*

Instructional Materials: textbooks .....	\$ 25	\$ 25
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*Kingston School*

Instructional Materials: textbooks .....	\$ 25	\$ 25
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*Richardson School*

Instructional Materials: textbooks .....	\$ 25	\$ 25
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Grand Total .....		<u>\$3575</u>
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*Lawrence, Kansas, School Music Budget (1952-53)*

Population, 23,351

	<i>Elementary</i>	<i>J.H.S.</i>	<i>S.H.S.</i>	<i>Total</i>
Equipment (autoharps, records, melody bells, etc.).....	\$ 465			
Music, Records.....		\$ 200		
Music.....			\$ 150	
Books.....	137	100		
Instruments, incl. one set orchestra risers.....	950	1,975	2,185	
Tests.....	50	50		
Pianos.....	3,000			
Robes .....			400	
Recorders and Microphone ....		160	200	
Phonograph.....	280	65	60	
	<u>\$4,882</u>	<u>\$2,550</u>	<u>\$2,995</u>	<u>\$10,427</u>

*Other Services*

Piano Tuning.....	250
Insurance .....	350
Uniforms Altered.....	50
Uniforms Cleaned .....	175
<b>Grand Total</b>	<b>\$11,252</b>

*Other Sources of Funds*

Fees (J.H.S.).....	\$ 175
Fees (S.H.S.).....	400
Simons Trust Fund .....	25
PTA (Elem. and J.H.S.).....	300
City Band Fund .....	500
Dance Band (H. S.).....	350
Music Trips (H. S.).....	300
Contest Fees (H. S.) .....	75
Concert Receipts.....	300
	<u>\$2,425</u>

*Evanston Township High School, Evanston, Illinois, School Music Budget*

Population, 73,641

Proposed Budget, 1952-1953

## ESTIMATED EXPENSES

*Music*

Band .....	\$ 450
Orchestra .....	450
Choral.....	450
<b>Total</b> .....	<b>\$ 1,350</b>

*Instruments**Strings*

New.....	\$ 250
Repair.....	400
Accessories.....	<u>100</u>
Total.....	\$ 750

*Winds and Percussion*

New (French Horns) .....	\$ 780
Repair.....	<u>500</u>
Total.....	\$1,280

*Pianos*

Tunings, etc.....	\$ 250
Total.....	\$ 250

Total (Instruments)..... \$ 2,280

*Uniforms**Band*

New (10).....	\$ 550
Cleaned .....	<u>100</u>

*Choir Robes*

Cleaned .....	<u>100</u>
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Total..... \$ 750

*Other*

Trips (Buses, contests, etc.) .....	\$ 200
4—Four drawer files .....	360
Books, records, etc.....	200
Office supplies .....	<u>100</u>

Total..... \$ 860

Grand Total Estimated Expenses ..... \$ 5,240

## ESTIMATED INCOME

Class Fees .....	\$ 600
Opera .....	300
Festival .....	500
Band Concert.....	100
Savings.....	1000
Other Income .....	<u>200</u>

(Community Concert Ushers, etc.)

Total..... \$ 2,700

Total Estimated Expenses..... \$ 5,240

Total Estimated Income..... \$ 2,700

Estimated Amount Needed from School Budget ..... \$ 2,540

*Arlington, Virginia, Secondary-School Music Budget (1952-1953).*

Population, 135,449

Senior High School Enrollment, 2,900

Junior High School Enrollment, 1,800

*Budget*

Music Materials .....	\$ 3,000
Purchase of new instruments .....	13,800
Band Uniforms, Choir Robes .....	2,000
Instrument Repairs, not including piano .....	2,500
Records .....	325
Pianos .....	5,000
Piano Tuning .....	112
Piano Repair .....	200
Office Equipment, files, desks .....	500
Total .....	<u>\$27,437</u>

**XX. Should Admission Be Charged for School Music Performances?**

THE answer to this question is largely dependent upon the policy of the board of education and the administration of the individual school or school system. Many schools do not budget sufficient funds to support the music department and, therefore, the necessity arises to raise funds. Other schools provide a basic budget but depend upon income from school affairs to contribute to the total budget. Other schools with sufficient funds believe that all school affairs should be free to pupils and to the community.

There is the argument that, if admission is charged for football games, for instance, that the same procedure should apply to other public performances, including music events. Many schools seek to make no profit from performances but insist that each event pays its own expenses. There is also the argument that free performances are not fully appreciated. There is the definite fact that no school has any trouble spending the money made on performances. In general, music budgets are inadequate.

A good plan is to make some concerts free to the public and charge for others. For instance, a Christmas Music Festival is a fitting "gift from the pupils and teachers to their friends in a community." A school opera is an expensive production and probably should not be paid for by the school, but good performances of this type of production rarely fail to pay their way. A general statement might be that, while music performances should not be unduly costly to the taxpayers, the music budget should not be dependent on the proceeds from public performances.

### XXI. Should Fees Be Collected from Pupils in the Music Department?

IN general, the expenses of the music department should be a part of the regular school budget. Therefore, the question of charging fees must be a local problem. When there is such a practice, there is the criticism of "hidden taxes" which does not apply to music alone. Fees are often charged for use of school-owned instruments, for maintenance of band uniforms, for private and class instruction in piano, and instruments of band and orchestra and voice. Fees are sometimes charged in lieu of purchasing music materials. It is a fact that similar fees are charged in other subjects, especially physical education and the sciences. It is an administrative problem. However, if there is no music school budget, there is likely to be no music. Fees have been known to be the answer.

### XXII. What Is the Importance of Suitable Music Rooms and Equipment for Schools? Where Can Reliable Information Be Obtained?

THE physical plant and equipment for a music education program is of great importance. Unfortunately, many well-planned programs have failed to service the pupils, the school, and the community in this respect because of lack of housing and of shortage of the tools with which to work. In planning new facilities or remodeling present facilities for music instruction in the schools, thought should be given to the needs of the school and the community. Facilities suitable and available for use by all residents, regardless of age, will prove to be a social and cultural asset of great significance. Complete utilization of music resources becomes a reality when school and community needs are met. Success in housing and equipping the school music department can be fully realized only when school authorities, capable school architects, school music teachers, and community leaders work together in planning for the present and future needs of both school and community music.

The Music Educators National Conference has published a bulletin, *Music Rooms and Equipment*,<sup>8</sup> which was prepared for the Music Education Research Council. In this bulletin is assembled information of direct value to school officials, school building architects, teachers of music, and others concerned with these perplexing problems. Sketches and illustrations, selected from schools from all parts of the

<sup>8</sup>MENC Publication, *Music Rooms and Equipment*, publication office, 64 East Jackson Blvd., Chicago, Illinois.

country and from leading music magazines and architecture and educational publications are included. At the present time the MENC Committee on Music Rooms and Equipment is making an intensive study of current needs and problems relative to music rooms and equipment with the view to a supplementary publication to the MENC publication, *Music Rooms and Equipment*. It is anticipated that the *ad interim* report will be ready during the 1952-53 school year with the final publication becoming available in 1954. *Instrumental Music Housing*<sup>9</sup> by Harry J. Carnine is also a source of information concerning music rooms for instrumental groups.

### XXIII. What Are Some Means for Evaluating a School Music Program?

IN line with trends in other fields, both administrators and music educators are increasingly aware of the importance of evaluation of the music education programs in the secondary schools. There are many sound reasons for such evaluations—whether they are undertaken on the basis of comparative analysis with other school systems or on the basis of self surveys with or without participation of outside consultants. Recently, the director of music education of a well-known music education department in a fairly large city commissioned an assistant to make a personal survey of music education departments in eight or ten other cities because he said, "We want to find out if we are as good as we think we are—and what we should be doing that we are not doing." This indicates a healthy trend.

Some suggestions for evaluation of music education programs are:

1. Superintendents, principals, supervisors, and teachers may make a study with the advice of pupils and parents to decide whether a given school or school system is producing satisfactory results in their community.
2. Many state universities and colleges and many private institutions offer consultant services to evaluate a given program or an entire school system.
3. Many states offer such service from the state education department.
4. The Illinois Secondary-School Curriculum Program<sup>10</sup> outlines the duties of a good consultant as follows:

<sup>9</sup>University of Wyoming, College of Education, Bulletin No. 1, 1950.

<sup>10</sup>Courtesy of Dr. Harold C. Hand, Professor of Education, University of Illinois, Champaign, Illinois.

- (1) Urge that patrons, teachers, and at least representative pupils be involved in matters of a broad policy character in deciding what, in the large, needed locally to be done.
- (2) Help the members of the local group to build for themselves an ideal picture of what the program should attempt to accomplish.
- (3) See to it that the *pro's* and *con's* of each principal item in this ideal picture was discussed as fully as possible by the local group so that there would be a broadly based consensus in support of each of the specific things which the local group thinks its school should attempt to accomplish.
- (4) Encourage the local group to appraise the present performance of its school in regard to each of the principal things which its members think it should be accomplishing. The objective here, quite obviously, is to build consensus in regard to what is in need of improvement in the local school.
- (5) Encourage the local group to set up an appropriately chosen local committee of professionally trained people to draw up a proposed plan for making these locally desired improvements in the local school.
- (6) Help this committee build their plan. He would do this by helping the committee see various ways in which each of the desired improvements could be made; but he would leave the making of choices among these alternatives up to the local committee.
- (7) Encourage this local committee to present its proposed plan to the larger group of patrons, teachers, and pupils for their information and constructive criticism. The plan would then be put to work in the local situation. Since it would deal with improvements locally quite generally held to be desirable, since it would take account of pertinent local considerations, since it would embody nothing that the local group believes would be unworkable, and since it would be made—and hence believed in—by the people who are to carry it out, there is good reason to believe that this plan would work, and work well.

5. Because the secondary schools are in need of such service, because the demand for such consultants is so great in at least a score of areas, *The Illinois Secondary School Curriculum Program*, headed by Dr. Harold C. Hand, Dr. C. W. Sanford, and Dr. Eric H. Johnson of the University of Illinois, has devised *The Local Area Consensus Studies* in these various areas. The music study was prepared by a "jury" of music teachers, school principals, and professors of education. The studies, to be administered by the local schools, are available from the Office of Public Instruction, Springfield, Illinois, Vernon L. Nickell, Superintendent. These studies are available to any school, regardless of the state in which it is located and may be secured by writing to Vernon L. Nickell.

6. Many schools have used Section D-12, entitled "Music" (pages 151-158), of the *Evaluative Criteria*, 1950, as a means and method to evaluate the effectiveness of their music program in terms of ob-

jectives. This instrument of evaluation is a part of the comprehensive project of the Cooperative Study of Secondary-School Standards, Washington 6, D. C. This music section is composed of six parts: Organization, Nature of Offerings (general courses, elective courses, and extraclass activities), Physical Facilities, Direction of Learning (instructional staff, instructional activities, instructional materials, and methods of evaluation), Outcomes, and Special Characteristics of Music.

#### XXIV. What Are Some of the Vocational Opportunities for Musicians?

**A**DMINISTRATORS, guidance counselors, and music teachers need to be informed concerning opportunities open to boys and girls to pursue music as a vocation. Statistics indicate that a considerable percentage of the income of the United States is spent on music in one form or other. It follows then that a very considerable number of people follow music as a vocation. Many more add to their earnings by following the profession of music on a part-time basis. In view of this situation, it seems wise to outline the process by which a pupil may arrive at some conclusions concerning his interest in the field.

Administrators, guidance counselors, and music teachers must work together in advising pupils in the matter of pursuing music as a career, either on a full-time or part-time basis. Questions must be answered on many points for the pupils. If such questions are not raised by the pupils interested in such careers, then it is the obligation of their school counselors and teachers to bring to their attention not only the various fields of opportunity in music, but also factors that are inherent in a field such as music—which, if not fully realized and probed, will have an enormous effect on the ultimate success of such careers. The fields of opportunity in music are:

*Composing and Arranging:* concert, radio, movies, dance, and theater and popular.

*Conducting:* Instrumental and Vocal.

*Performing:* Instrumental—concert, symphony, hotel, theater and opera, dance, radio, television, and pictures; Vocal—concert, festivals, opera, church, radio, television, pictures, and theater; Accompanying.

*Music Criticism and Adjudication*

*Teaching and Coaching:* private studio, schools and colleges, social agencies, and industrial organizations.



*Editing and Writing:* trade publications, educational books, and general books on music.

*Publishing:* editorial division, sales division, promotion division, and printing division.

*Manufacturing:* musical instruments, reproducing instruments, and musical supplies.

*Salesmanship*

*Concert Management and Booking*

*Instrument Repairing and Tuning*

*Radio and Television—Production and Announcing*

Administrators, guidance counselors, and music teachers should confer with students on the following points relative to a full- or part-time career in the field of music:

(1) *Remuneration.* (a) Enormous variation in financial income; (b) permanence of income in various fields; (c) necessary expenditures in connection with the work.

(2) *Working Conditions.* (a) Variation in working hours; (b) some forms of music activity prevent contact with people in other fields of work; (c) some types of music work make it difficult to establish a normal home life; (d) in the performance field, it is frequently necessary to travel with all the consequent loneliness and inconvenience; (e) it is wise to consider whether the field of music in which the individual is interested is one in which the accumulation of experience and reputation brings permanent tenure and income or can be wiped out at a moment's notice, leaving behind no particular qualifications for future security.

(3) *Musical Qualifications of the Individual.* Musical talent is an essential to success and it would be wise to give careful study to each of the following qualities that make up the composite term "talent"—(a) sensory equipment; (b) motor response; (c) emotional depth; (d) musicality or intuitive understanding of musical materials; (e) interest and will power; (f) general intelligence.

## XXV. How Can Music Programs in Secondary Schools Contribute to Better International Relations?

MUSIC programs in schools furnish ideal media for teaching of international understanding. This is not accomplished simply through the playing and singing of the music of other countries and peoples, as desirable as this may be. Rather, it is through the teach-

ing about these countries and their peoples *through music* that we have real international understanding. Every good music teacher should think of himself as one of his school's primary resources in the teaching of international understanding. He should place himself at the disposal of his administrator and his other school colleagues in seeing to it that the music department—his performing groups, his general music classes—contribute generously to all units, classes in other subject fields, school programs, assembly programs, *etc.*, which are engaged in the study or programs dealing with international relations.

In his community there is also a fine opportunity for the music teacher to contribute to the field of international relations. Many communities throughout the United States have had their best insight into the lives of people in other countries through presentations which revolved around the music department of the school or to which the music department contributed. Music pupils and teachers in hundreds of schools across the country have planned music programs for their communities which have made the United Nations, the Pan American Union, and the two international organizations representing governments the living and representative organizations they are of peoples and countries all over the world. Music teachers and their administrators and teacher colleagues can make substantial contributions to the field of education for international understanding in their schools and communities. Music, the universal language, can be a reality through the combined efforts of these educational forces because of its easy access to every boy and girl and, through the boys and girls, to every community throughout the world.

#### XXVI. What Is the Professional Organization of Music Education in the United States? How Does it Contribute to the Advancement of the Music Education Program in the Schools?

THE Music Educators National Conference, a department of the National Education Association, is the professional organization which represents music education interests in the schools, public and private. The MENC includes in its membership 24,000 of the approximately 40,000 music teachers in the schools of the United States.

There are six divisions of the Music Educators National Conference and at the present time, forty nine affiliated state units including the District of Columbia and Hawaii. The MENC has as its principal objective the advancement of a functional program of music as a part of general education. It is a service organization for all of the music

educators whose professional aim is to provide adequate music in the schools for all of the boys and girls. The MENC is so constituted, that all levels of education from pre-school through college and university, including adult education and community relations, are included in its curriculum study committees. Area committees are simultaneously at work and concerned with the general music classes as well as with the special activities of the performing groups, instrumental and vocal and the more specialized phases of the music education program—music literature, composition, and theory. Additional study groups are working on audio-visual aids and contemporary music.

All of these study groups organized on a national basis—and many on a division and state basis—are at the service not only of the music education field and are devoting their studies to the advancement and functional aspects of music as a part of general education, but they are also at the service of administrators and other educators.

# Book Column

## Professional Books

- BAIRD, A. C., and KNOWER, F. H. *Essentials of General Speech*. New York 36: McGraw-Hill Book Co. 1952. 253 pp. \$3.00. A new addition to the McGraw-Hill Series in Speech, this text, while preserving the basic principles and philosophy of its parent volume, *General Speech; An Introduction*, is designed specifically to serve those college courses in general speech education which require a short text. It is constructed upon three basic principles: (1) Speech is a process of social activity and as such is studied in order to develop more effective and satisfactory social behavior; (2) The development of speech skill is the product of effective methods of learning; and the best learning method is that which combines growth of insight, attitudes, and skills; and (3) Speech is a process of manipulating ideas, and this text is designed so that the student will achieve maximum value from its use. Special features of the book include a correlation of psychological and rhetorical approaches to the beginning course. The book is a departure from previous texts in its emphasis on the teaching of speech in general education programs; in its consideration of educational and social psychology; in its treatment of visible symbolism, self-confidence, and personality; and in its adaptation to the audience, listening, informative speaking, and persuasion.
- BARRELL, E. A., JR. *Their Future Is Our Business*. Philadelphia: Dorrance and Co. 1952. 75 pp. \$1.50. The author presents ways in which instruction can become more effective, meaningful, and modern, and without recourse to fads. Some of the topics dealt with are: valuable suggestions to new teachers, and analytical comments to veterans in the profession; brief but stimulating discussions of efficient speaking, the planning of successful home-study assignments, the blueprinting of bulletin board programs, the special techniques of tutoring.
- BOSSING, N. L. *Teaching in Secondary Schools. Third Edition*. Boston: Houghton Mifflin Co. 1952. 558 pp. \$4.50. In this edition the text has undergone major changes to insure that it is abreast of the latest facts bearing upon every phase of methodology. For example, the interrelations of teaching method and the curriculum have made advisable two new chapters in that area. The section on Problems of Method has undergone radical change to conform to recent trends and developments. An extended chapter discussion on Practices and Reviews has been introduced. The emergence of television as an important adjunct of our culture, with many educational possibilities, has required its consideration in the chapter with its near relative the radio. The unique place of the teacher in modern education has suggested a more extended consideration of the teacher in a textbook devoted to the teaching art. No chapter has remained unchanged. The bibliographical material at the end of each chapter has been revised. Section headings have been cast in question form to conform to better pedagogical practice.

BOYD, WILLIAM. *The History of Western Education*. New York 11: Macmillan Co. 1952. 471 pp. \$3.50. This is a standard work in the field of educational history. The author has included a long new chapter on the development of theory and practice during the present century. It is a survey ranging from "the fresh ideas and enterprises of the first decade through the challenging emergence of mass education on the grand scale in the dictator nations up to the problems of postwar education that confront all the peoples of the world." It is a "study of developing thought in its social setting."

FROELICH, C. P., and DARLEY, J. G. *Studying Students: Guidance Methods of Individual Analysis*. (Professional Guidance Series) Chicago 10: Science Research Associates. 1952. 411 pp. \$4.25. This is a new working handbook, professional reference, and college text written to help guidance workers learn the best techniques to study the individual and use the findings effectively. It covers both objective and subjective methods of measuring, evaluating, and analyzing students. It treats such topics as evaluation of tests, analysis of individuals by means of test scores, nature of observations, self-report documents, and sociometric appraisal of students; and discusses the comparative value of each of these devices.

KAY, S. C. *Reading Critically in the Fields of Literature and History*. New York 10: Twayne Publishers. 1952. 166 pp. \$2.50. The development of intelligent reading—critical reading—has long been the concern of educators. This book has two aims: (1) to supply much needed material in the field of critical reading; (2) to present this material in accordance with the newer methods evolving in our high school. Wide classroom experimentation has enabled the author to synthesize these methods into a teaching technique, a technique that leads the pupil and the group gradually from simple reasoning to complicated analysis. The pupil is taught to analyze his understanding of the excerpt he has read.

*Leadership for American Education*. Washington 6, D. C.: American Association of School Administrators, NEA, 1201 16th St., N. W. 1952. 325 pp. \$2.50. Here are challenges to the leadership of America's unique system of decentralized public schools, voiced by distinguished citizens in the form of a symposium. There are three speakers on each of the following topics: Religious Stewardship, The Citizen's Obligation to the Schools, The Three R's and Today's Schools, Administrative Leaders for Good Schools, Tomorrow's Fundamentals, Great Issues in American Education. Among the speakers are such well-known educators as Willard E. Givens, William A. Brownell, Robert R. Sears, Hollis L. Caswell, Virgil M. Rogers, John K. Norton, Abram L. Sachar, Henry I. Willett, William F. Russell, George D. Stoddard, and James B. Conant. The names of spiritual leaders, PTA leaders, political leaders, and citizen leaders also have a prominent place on the roster of speakers.

MEYER, L. R. *Spread Formation Football*. New York 11: Prentice-Hall Inc. 1952. 245 pp. \$2.95. This book contains information on one of today's most deceptive and successful offenses. The outstanding feature of this system is its maneuverability—from the basic position either a run, pass, or quick kick may be launched. It is a style of play which demands heads-up ball from every player in the backfield or line, as there are

frequent split-second changes in strategy to counter defensive play. The spread formation has amazed fans throughout the country, and has produced championship teams for Texas Christian University. The author now reveals the secrets of this exciting, game-winning system as used by his "Horned Frogs"—the signal system; sweeping the ends; the run-pass; sweep and run-pass *vs.* the umbrella; attacking the middle, striking the flanks; attacking the short holes; behind-the-line passes; short zone passes; deep zone passes; the kicking game, and how the attack is planned. Line play is treated, and there is a discussion of defensive strategy. In addition to the play-by-play descriptions in this book, Coach Meyer discusses his basic theory and fundamentals behind the spread formation.

**1952 Yearbook.** Chicago 3: Division of Christian Education, National Council of the Churches of Christ in the U.S.A., 79 E. Adams St. 1952. 208 pp. \$2.50. This is the first *Yearbook* of the Division of Christian Education of the National Council of the Churches of Christ in the United States of America. The National Council of Churches was formed in November, 1950, through the merger of twelve existing organizations. As now constituted, it consists of four Divisions and a number of other units. One of those Divisions is the Division of Christian Education, which carries on most of the work of the former International Council of Religious Education, National Protestant Council on Higher Education, Missionary Education Movement, and the Interseminary Movement.

The Division of Christian Education includes the Commission on General Christian Education, the Commission on Christian Higher Education, and the Joint Commission on Missionary Education. Related administratively to the Division are the Joint Department of Family Life and the Joint Department of Christian Vocation. This Division *Yearbook* includes a directory of the seven hundred members of the Division Assembly (The final authoritative body of the Division of Christian Education), plus a roster of the executive bodies and some of the committees of the various units of the Division. It includes minutes and some reports from official meetings, beginning with the constituting meetings in November, 1950, and extending through the February, 1952, meetings.

**SPAULDING, F. E.** *One School Administrator's Philosophy: Its Development.* New York 16: Exposition Press. 1952. 352 pp. \$5.00. In this autobiography, the author gives an interesting and detailed description of the beginning and development of his individual philosophy, first through work and play on a remote New Hampshire farm; next through studies at Cushing and Lawrence Academies; at Amherst College, where he was graduated in 1889; and at several leading universities in Europe. The author began to apply his philosophy as superintendent of the schools of Ware, Massachusetts. Thence he went as superintendent to Passaic, New Jersey; Newton, Massachusetts; Minneapolis, Minnesota; and Cleveland, Ohio.

From Cleveland, in 1920, the author was called to Yale University to organize a department of education in the Graduate School. There he served nine years as Chairman of the department and fifteen years as Professor of School Education. In 1935 he retired as Sterling Professor of Education, Emeritus. Dr. Spaulding's annual reports as a school superintendent have been used for study in many graduate schools and colleges. While superintendent, he became co-author of a score of elementary-

school textbooks, of which millions of copies were sold. The author has been an active member of many national educational organizations. In 1941 he was elected Honorary Life Member of the American Association of School Administrators in recognition of his lifetime of distinguished service to American education.

THOMPSON, N. Z. *Vitalized Assemblies*. New York 10: E. P. Dutton. 1952. 160 pp. \$2.00. The school or institutional assembly, still another type of student activity, is more closely joined to the program of study. Through the opportunity that the assembly gives for self-expression as an individual and participation as a part of a group, it can become one of the most vital and influential of all school experiences to the student. It has proven an invaluable device to unify the work of students, enlarge their cultural experience, build school interests. It heightens student morale. It gives students an opportunity to create, to direct, and to produce.

In keeping with the theory that students shall develop the assembly program as part of their regular school work and that the production of an assembly shall be part of the learning process, the author has offered some 200 adaptable suggestions for student-developed assemblies which have been production-tested at the junior-senior high-school and junior-college level. Close to one hundred of these are programs for the traditional holidays, special days, weeks and months celebrated through the school year (September through June). There are over a hundred programs especially planned for subject departments—not the drama and English departments alone, but programs which can be worked out and jointly produced by the social studies, physical education, language, art, science, commercial, business education, guidance, manual arts, and other departments. The assembly can grow naturally out of explicit classroom situations. It has its place in the completely departmentalized school as well as the school which is functioning under a unified core program.

The first section of this book discusses administrative aspects of the assembly. The concluding section is devoted to criteria for evaluating the assembly, rating it (score cards are suggested for the participant, teacher, director), measuring improvement. A full topical index, combined with the classified chapter arrangement of the book, permits and invites multiple use. Classroom teachers, assembly directors—both skilled and unskilled—students themselves, as well as school administrators, will welcome this book with eager enthusiasm. Schools and libraries will find it one of the most useful and resourceful books on their shelves.

WASHBURN, CARLETON. *What Is Progressive Education?* New York 19: John Day Co. 1952. 155 pp. \$2.50. Parents are disturbed about what is happening to their children in schools. The children are being taught in ways that differ from old ways. Critics warn of dangers. Professional school people have failed to make clear to many parents what they are trying to do and why. This book attempts to tell parents and other citizens what is being done or attempted in schools that are in step with scientific progress, with American democratic ideals, and with the problems of our turbulent times.

WYNNE, J. P. *General Education In Theory and Practice*. New York 10: Bookman Associates. 1952. 251 pp. Cultivation of the "personal char-



acteristics and personality traits" that make up a rounded, mature, discerning, creative "whole man"—that is the end of General Education. In this volume, the author provides educators, students, parents, and every interested citizen with a guide to its philosophy. General education, as he interprets it, rejects "romanticism" as well as over-specialization. It abandons the stress on "isolated details" found in the purely "subject-matter" education along with the emphasis of the past typified by the "Great Books" conception of education. It is, on the other hand, a synthesis of the main values of earlier and current methods, positive enough to avoid the hazards of a vague, experimental program and at the same time flexible enough to encourage the creative originality of teachers and students alike.

The author's analysis of general education, however, is more than theoretical. He describes graphically the aims, the techniques, the tools, and the pitfalls of the new method. He delineates the roles that administrator, faculty member, and student must play in the construction of a total program of general education. He provides suggestions for individuals and groups who wish to incorporate general education principles into their present programs. He suggests tested methods of self-examination and evaluation for those who simply want to compare their existing systems with that of general education. Finally, he offers to all a challenging and provocative insight into the over-all picture of education in this country.

### Books for Pupil and Teacher Use

ADAMS, F. P. *FPA's Book of Quotations*. New York 10: Funk and Wagnalls Co. 1952. 914 pp. \$5.95. Drawing on his seventy years' knowledge of interesting literature and interesting people, the author has collected in this new book some 15,000 particularly memorable quotations, presenting material never before put into collections. The quotes range through the ages from ancient and medieval right up to modern times, and cover the familiar and the unfamiliar...the inspiring and the humorous...the great and the unknown. You'll find the words of Alexander the Great and General MacArthur, Thomas Aquinas and Irving Berlin, Baudelaire and Hemingway, Abraham Lincoln and Winston Churchill, to name a few. Arranged by topics and cross-referenced, the book gives the full name of the author, his birth and death years, the work from which the quote was cited and, in the case of Shakespeare and the Bible, identification by act, scene, and line, and by book, chapter, and verse respectively.

ALEICHEM, SHOLOM. *Wandering Star*. New York 16: Crown Publishers. 1952. 314 pp. \$3.00. A story of the Yiddish Theatre in the Old Country. As we travel through the provinces and the big cities with a colorful troupe, we are behind the scenes in a series of adventures—and misadventures—involving harassed managers, explosive prima donnas, philosophical comedians,—and incomparable audiences. This book traces the rise to fame of two lovers who run away from home to join the traveling players, and then are separated. At the turn of this century, the Yiddish Theatre comes to America, and the author gives us a new and wonderful picture of the new country, as well as the old, while the fun continues.

ARICO, VICTOR. *The Knight Returns and Other Stories*. New York 1: William-Frederick Press. 1952. 82 pp. \$2.50. Thirteen short stories not in the "delayed action" prose of our unsettled times. Eschewing the typical "slice-of-life" or mood piece which passes for short fiction today, the author has returned to the tradition of de Maupassant and Somerset Maugham—masters who believed in the beginning, the middle, and the end—who believed, above all, in the function of the story as significant entertainment. The locales of these stories vary from rural Italy to turbulent Ireland to our own deep South; among their characters are to be found a determined young American GI, a confused and conscience-stricken Dublin revolutionary, and a courageous sharecropper.

BAILEY, J. O. *Proper Words in Proper Places*. New York 3: American Book Co. 1952. 475 pp. \$3.25. The Introduction, addressed to students, gives a synopsis of contents: "You learn to write by writing. For this reason, writing, which is the end and goal of your course, is also the beginning and substance of it. Much of your writing for practice may be the short papers called themes. Part I of this book provides suggestions and exercises for writing themes of about five hundred words in length. Part II, 'Revising Themes,' presents the elements of good writing from spelling through sentences. All during the time you spend on Part II, keeping on writing themes, learning to write them more and more effectively through application of the principles, you are studying. Then you will be ready to write the longer papers studied in Part II. Finally, keep on writing as you study 'Reading' in Part IV. Writing and the study of reading will round out your course and fit you to handle with competence the tasks of later courses and of active life."

BAILEY, MATILDA, and LEAVELL, U. W. *The World and Our English Heritage*. New York 3: American Book Co. 1952. 720 pp. \$3.56. This book has been designed for use in the twelfth grade. It is the sixth book of a six-book series for grades seven through twelve. Two aims have been uppermost in the building of this book and of all the books in the series: (1) student interest in the selection of material and (2) development of reading power. Each chapter in this text concentrates upon one important aspect of reading. However, comprehension, speed, and vocabulary enrichment are considered to be of equal and primary importance. Consequently, while each is developed in a single chapter, each is developed cumulatively throughout the rest of the book. The reading skills may be used or ignored according to pupil needs.

The time chart "Across the Ages" on pages 700 and 701 gives a fair sampling of the distribution of the old and the new. Part One concentrates on modern English literature. Part Three which is devoted to literature of the world, contains also much modern material. Part Two presents a chronological development of English literature. In addition to the reading helps, there are motivating introductions, questions for discussion and ideas for written communication, memory-teasing tests, annotated bibliographies, and footnotes. Woven into discussions are pertinent historical and sociological facts. At the end of some sections will be found a time chart showing important literary and historical events. Our literary heritage is chiefly Anglo-Saxon. As a consequence, the emphasis in this book is English literature. But the pattern is made com-

plete by the inclusion of those strands from other nations which are also a part of England's rich heritage and of our own.

BECHDOLT, JACK. *Runaway From Riches*. New York 10: E. P. Dutton and Co. 1952. 191 pp. \$2.50. When Phoebe Bowen missed the chaperone who was to have met her at the air terminal to take her on a flight to Italy, she realized that for the first time in her life she was alone, frighteningly on her own. The family mansion was closed; Mr. Bowen was in South America. So Phoebe did the typically feminine thing: she went shopping. Inexperienced, she was soon in difficulty and had it not been for Nora Riley who promptly took her home and introduced her to the Riley clan, Phoebe might have despaired. How she presently found herself selling artwares in a department store; how Michael Riley overcame his awe of her; how real happiness through knowing and loving her fellow beings finally came to Phoebe, all this makes for a truly delightful story.

BEIM, LORRAINE and JERROLD. *Sunshine and Shadow*. New York 17: Harcourt, Brace and Co. 1952. 182 pp. \$2.50. Although the months she had spent at Warm Springs Foundation, following a severe case of infantile paralysis, had improved Marsh Evans greatly, it was still necessary for her to wear a brace on one leg. Her doctor approved of her decision to enter Southwestern University, Arizona, in the fall, since the mild climate would be helpful, but Marsh herself was much more interested in the fine reputation which the University's drama department had, for she would not give up her dream of working in the theater. Scenic design or directing were still possible careers despite her handicap. Marsh was determined to find acceptance on the same terms as everyone else; she wanted no special consideration or favors, and above all, no pity. The way in which Marsh eventually faced up to the realities of her situation makes a story full of sound, human values.

BLACKMORE, R. D. *Lorna Doone*. (The Children's Illustrated Classics.) New York 10: E. P. Dutton and Co. 1952. 493 pp. \$2.25. Illustrations by Lionel Edwards. There is an unique charm about each volume in The Children's Illustrated Classics edition of world-famous books for boys and girls. Good taste and care have been employed throughout the series in illustration, typography, and binding. Each volume has eight or more color plates, as well as drawings in the text by noted artists. The bindings have been specially designed by Alexander H. Williamson, with a different repetitive design printed in color on cloth for each book. The same designs appear in color on each volume's end-papers. These books will be treasured for beauty of design and illustration, for here are presented in truly attractive format the stories that every pupil should know. This volume was published in 1869, after Blackmore had published several volumes of poems. It was his third novel. His other books never achieved the fame of the great story of Lorna and John Ridd and their life on Exmoor. It has been called "as good a love story of its generous kind as we have had in west-country romance."

BULLARD, F. L. *Lincoln in Marble and Bronze*. New Brunswick, N. J.: Rutgers Univ. Press, 30 College Ave. 1952. 353 pp. \$7.50. In the 86 years since John Wilkes Booth shot and killed the sixteenth president of the United States, 68 original heroic statues of Lincoln have been erected throughout the country. The story of these statues, the work of 55

sculptors, is told in this volume. For each statue, the author records not only the origin of the movement for its erection and a brief account of the life and work of the sculptor, but also the history of the statue itself, the ceremonies of dedication, and what the critics and public said about it. The effect has been to produce not only a complete record of the heroic Lincoln statues but also a picture of the development of American sculpture. The 68 photographs illustrating the book provide a means by which the reader may compare the author's evaluation of the statues with his own judgment of them as works of art and as presentations of Lincoln the Man.

- CARHART, A. H. *Son of the Forest*. Philadelphia: J. B. Lippincott Co. 1952. 244 pp. \$2.50. This is the story of the human side of forest conservation in Colorado, with a group of modern young people as its central figures. Jim Craighead, son of the Forest Ranger at Ragged Hills, plans to spend his vacation enjoying outdoor sport. But on his first day at his father's station he runs into a situation that makes his summer a far more exciting one than he had dreamed. The four young people—two boys and two girls—whom he meets in four separate encounters on his first ride up the mountain, involve him in a fast-moving conflict between the local stockmen and the government protectors of forest land. There is the boy he had to fight at the boundary, the young sheep-herder, the mountain girl, and the one who mistakes him for a dude from the ranch. It is she who makes Jim the most trouble and who helps him discover a strange secret and right an old wrong, after the great forest fire.

- CARSON, R. L. *Under the Sea-Wind*. New York 11: Oxford Univ. Press. 1952. 314 pp. \$3.50. The special mystery and beauty of the sea, which the author caught and translated so memorably in *The Sea Around Us*, is again brought before the reader as the backdrop for a naturalist's portrait of the birds and fishes that inhabit the eastern rim of our continent. In a series of descriptive narratives unfolding the life of the shore, the open sea, and the sea bottom, the author begins with the deep hush of a spring twilight along the North Carolina coast where the night sounds of the water are the only intrusion on the stillness.

In Book Two the life of the open sea is depicted in the life cycle of Scomber, the mackerel. Life, for Scomber, is a miraculous victory over the capricious wind which carries him as a larva into waters where food for young fish is scarce and hungry predators abundant, and over the larger sea animals who pursue him even before he emerges from a floating defenseless egg. Scomber's life and his survival contain all the thrill of the chase, enacted among mysterious and sometimes terrifying forms far below the surface of the sea waters.

Book Three encompasses the life of *Anguilla*, the eel, whose habitations include the gently sloping sea-bottom that forms the rim of the continents, the steep descent of the continental slopes, and, finally, the abyss itself. *Anguilla's* life begins in the far tributaries of a coastal river, where the eel spends most of its adult life; in autumn, the spawning migration takes the eel to the coastal waters, from where it goes on to an abyss near the Sargasso Sea to spawn and to die.

- CHASTAIN, M. L. *Bright Days*. New York 17: Harcourt, Brace and Co. 1952. 178 pp. \$2.25. After the loneliness of the summer, Marcy couldn't believe

her good fortune of having eleven brand new people next door. "A ridiculous-looking family" and "a bunch of wild Indians," Great-Aunt Partridge grumbled, but Marcy loved every one of the Fripseys, whether it was almost-grown-up Liz, that terrible tease Bink, little Sue-Sue and Davey, or haughty General Custer, the cat. Naturally Patty, a bouncy girl her own age, was Marcy's special friend. The first day of school, with Patty in her class and lovable Miss Dinwoody as their teacher, Marcy wrote in her notebook: "This is going to be the best year yet!" Marcy's good times with the irrepressible Fripseys, her problems with Gwynn, and her growing understanding and acceptance of people as they are will delight young readers who will recognize themselves in this modern school story.

CLEARY, BEVERLY. *Henry and Beezus*. New York 16: William Morrow and Co. 1952. 192 pp. \$2.50. Illustrated by Louis Darling. The world of Henry Huggins centers around Klickitat Street and the Glenwood School. It is peopled with his dog Ribsy, other boys, and—unavoidably—girls. Beezus, christened Beatrice but renamed by her little sister Ramona, is the girl that Henry finds least obnoxious. She is, he has to admit, a sensible girl. He even lets her come along with him occasionally, although this means that Ramona has to come too. Ramona is Henry's chief cross.

COCCIOLI, CARLO. *Heaven and Earth*. New York 11: Prentice-Hall, Inc. 1952. 318 pp. \$3.50. A man's relationship with his Church, his people, his God is the theme of this novel about the life of a zealous young priest in war-torn Italy. In his search for the ideal, Don Ardito Piccardi incurred the distrust of his superiors, who packed him off to a wretched mountain parish to humble him. There the poor in heart loved him as he loved them. For them he worked a miracle. But he could not love the sins of the proud. Haunted by memories, a failure in his own eyes, Don Ardito struggles with his asceticism, his intellectual brilliance, to fulfill his duty.

CONKLIN, GROFF, Editor. *Invaders of Earth*. New York 17: Vanguard Press. 1952. 323 pp. \$2.95. There are twenty-one imagination-stretching tales of invasion from outer space (none published in book form before) plus the famous radio script "Invasion from Mars," by Howard Koch, which terrified thousands when it was broadcast by Orson Welles in 1938. Among the other stories are: story by Anthony Boucher of a far-future invasion from space; a story translated especially for this book by Willy Ley from the German of Karl Grunert; a flying-saucer story by William Tenn especially rewritten for this book; and eighteen more tales of earth invasion by some of science fiction's top writers—Theodore Sturgeon, Katherine MacLean, Murray Leinster, Eric Frank Russell, Margaret St. Clair, A. E. Van Vogt, Robert Moore Williams, Fredric Brown, and others.

COOMBS, CHARLES. *Young Readers Sports Treasury*. New York 10: Lantern Press. 1952. 191 pp. \$2.50. This book is a collection of sports stories for boys and girls. Here are stories of stamina in an exciting game of tennis; of a lad who almost forfeits an ice-skating championship to rescue a mongrel dog which had fallen through the ice; of a young quarterback who leads his team to victory by a little headwork and of courage and determination on field and track.

CORBIN, WILLIAM. *Deadline*. New York: Coward-McCann, Inc. 1952. 244 pp. \$2.75. At eighteen Dan Logan could remember only one ambition—to be-

come a newspaperman like his father. After a crackling interview with Ivan Godfrey, thunder-voiced managing editor of the *St. Giles Evening Standard*, Dan found himself plunged into the life of a cub reporter, in which club notices and frustration alternated with spurts of violent action. At the *Standard*, Dan learned many things, among them that a cub reporter's life is no bed of roses, particularly under a city editor like Jack Reynolds, whose razor tongue could slash the self-esteem of anyone on his staff. But to offset Jack there was gentle, gum-chewing Dennis Halloran, to whom the newspaper profession had a special meaning; for a laugh or a helping hand there was Chingling, the astonishing Chinese; and above all there was friendly Pat Holiday and her warmhearted family, whose troubles and joys Dan soon found himself sharing. This story of a boy's struggle with man-sized problems moves with the speed of the newspaper deadlines it deals with, against an authentic background of a real newspaper office.

COSTAIN, T. B. *The Silver Chalice*. Garden City, N. Y.: Doubleday and Co. 1952. 533 pp. \$3.85. The author has turned his talent to biblical times to weave a story about the Cup used by Christ at the Last Supper with His Disciples. The fictional hero is Basil of Antioch, a young and skilled artisan, purchased from slavery to create a decorative casing for the precious Chalice. Throughout the barbarically colorful capitals of the ancient world, braving the perils of Christian persecution, the sorcery of the infamous Simon the Magician, and even the ire of Roman Emperor Nero, Basil pursues his project, diverted only by the charms of two beautiful women, one good and one evil.

*Crisis in the Middle East*. (Reference Shelf Series) New York 52: H. W. Wilson Co. 1952. 189 pp. \$1.75. This is a compilation of authoritative articles presenting today's wave of nationalism, with historical sidelights, in Turkey, Iran, Saudi-Arabia, Jordan, Iraq, Syria, Israel, Lebanon, and Egypt, within whose boundaries lie the Suez Canal and rich oil deposits, and whose northern neighbor is Russia.

DAIR, CARL. *Design With Type*. New York 22: Pellegrini and Cudahy, 1952. 144 pp. \$4.50. This book is the first book in English to deal with type as a design material. It is also the first book to discuss typographic design in a contemporary sense, applying the Bauhaus principles to the problem of commercial printing in a completely practical, workable way. The book includes over 90 working layouts, employing only type elements and requiring no art work, adaptable to a wide range of printing jobs. Schools wherein printing is taught as well as printers and all those who use type in design will find in this book a wealth of new possibilities with type, and through it, a more effective use of type material.

DAVIOT, GORDON. *The Privateer*. New York 11: Macmillan Co. 1952. 279 pp. \$3.50. Many lies have been told of the famous privateer Henry Morgan—none more fabulous than the truth. It is the truth, as she found it, that the author tells in this historical novel. It all begins in 1658, the year of Cromwell's death. The old mad woman pauses in her mendicant's progress round the hot Barbados eating-place to stare at the newcomer; the young man with the Celtic face and the workman's clothes. She goes on staring; her pale, crone's eyes peering at him through the tangle of her dirty white locks. "You'll write your name in water," she



says. "You'll write your name in water for all the world to see." And Henry Morgan does. He writes his name from one end of the Caribbean to the other, and as long as men admire courage and resource, and impudent gaiety in the face of odds, that name will live. Jewels, gold, silver, and ransom money fall into his hands, until his embarrassed government summons him home for an investigation—which ends in triumph for Morgan. The author has brought us the swashbuckling story of a man of iron justice—but one who for all his brave adventures, is engagingly human as well.

DAVIS, K. S. *Eisenhower: Soldier of Democracy*. New York 36: Bantam Books, 25 W. 45th St. 1945. 561 pp. Rev. but unabridged. 50¢. This is the story all the way from the beginnings of the Eisenhower family in this country right up to this year. On the way you will learn many interesting details, such as the fact that Ike almost went to Annapolis instead of West Point. Here the principal events of General Eisenhower's life since the war, things done and said, are summarized.

DESMOND, A. C. *Alexander Hamilton's Wife*. New York: Dodd, Mead Co. 1952. 273 pp. \$3.00. The Philip Schuylers of Albany, New York, were one of the most prominent families in America in colonial times. Alexander Hamilton married their second daughter, Elizabeth. Descended from the greatest Dutch families of the Hudson Valley, her mother was a Van Rensselaer. Without her, Hamilton could never have attained the heights he did. His good fortune gave him Elizabeth Schuyler for a wife and Philip Schuyler for father, political ally, and friend. Hamilton, who had come to America unknown, practically an orphan, greatly benefited by his marriage into the powerful Schuyler family. However, Elizabeth Hamilton was a great deal more than merely Alexander Hamilton's wife. She was a vital, loyal, courageous person, a "good manager" in more than household affairs—far more clever at handling men and events than her brilliant husband realized!

DEWEY, T. E. *Journey to the Far Pacific*. New York: Doubleday Co. 1952. 335 pp. \$4.00. A few months ago New York's Governor, the author, set out on an extensive tour of the Orient to view conditions at first hand and to form for himself impressions of the peoples and nations who stand between communism and the California coast. During his trip, he traveled forty-one thousand miles, visiting seventeen republics, kingdoms, territories, and colonies. This book is the report of this trip, describing strange and exotic lands vital to our future security. The author's account presents facts and figures as well as anecdotes and personal observations. Everywhere he went he saw key people, and since his mission was unofficial, he saw many others besides. He records conversations with emperors, students, military commanders, businessmen, laborers, doctors, shopkeepers, and farmers. He tells about a turbulent tea party with the Chiangs, and discusses the position of Nationalist China in the strategy of the East. He describes the wonders of fabulous Angkor Vat and the art of Japanese dancing girls. He revises a preconceived opinion about Emperor Bao Dai, and reevaluates Ho Chi Minh, the Red leader of Indo-China.

DU MAURIER, GEORGE. *Tribly*. (Everyman's Library—863) New York 10: E. P. Dutton Co. 1952. 362 pp. One of the most artistic (in the strict



sense) and one of the most joyously popular of all the later Victorian novels. It breathes the very air of the Paris and London that existed before short skirts or motor cars changed the face of things. Trilby herself is a creation, as alive today as when she was first painted. The author gives characteristically his seal and blessing to the book, which is completed by the inclusion of his father's original illustrations.

EBERHARD, WOLFRAM. *Chinese Festivals*. New York 21: Henry Schuman.

1952. 152 pp. \$2.50. Few nations have such a multitude of romantic and colorful celebrations as do the Chinese. The author describes the ceremony of the *New Fire*, the beginning of outdoor living in spring, when houses are decorated with young willow branches. On *All Souls Day*, small paper boats with lanterns float down the rivers of South China to show the dead the way to another world. The *New Year* is celebrated from the day when the God of the Earth is bribed to give a good report of the family to God in Heaven, to the day of the *Great Lantern festival*, almost a month later. There are the *Three Festivals of the Living*, and their counterpart, the *Three Festivals of the Dead*, and many others. In this book, the reader is taken into the China of the Common man and his family, and is given an insight into some of the forces that created and shaped Chinese civilization.

EMETT, ROWLAND. *New World for Nellie*. New York 17: Harcourt, Brace and Co. 1952. Unpag. \$2.00. The arrival in this country of *Nellie*, a railroad engine already famous to readers of *Punch* and to visitors at the Festival of Britain, is a literary and artistic event, and introduces an author-artist in the great English tradition of Edward Lear, Lewis Carroll, and A. A. Milne. "Once a day and twice a week" *Nellie*—in a forgotten corner of England—steamed down the Cloud Cuckoo Valley to the sea, driven by Albert Funnel and Frederick Firedoor. But there was constant grumbling up and down the line because *Nellie* was seldom on time, so one day Frederick and Albert decided to leave home. With great ingenuity they turned *Nellie* into a flying machine and started on their travels. How *Nellie* reached America and journeyed South and West from one hilarious adventure to another makes an unforgettable story. Mr. Emmett's drawings—in color and in black-and-white—create a delightful new world rich in humor and fascinating detail which will give endless pleasure to children and grownups alike.

ERDMAN, L. G. *The Wind Blows Free*. New York 16: Dodd, Mead Co. 1952.

242 pp. \$2.50. This is the story of the Pierce family—Mama and Papa and their four children who went to the Panhandle of Texas in the 1890's to file on a claim and make a new home in this strange new land. Specifically, it is fourteen-year old Melinda's story. She had not wanted to leave East Texas and her friends who lived there. All that reconciled her to the move was the promise that when she was fifteen she could go back. At first she liked the new home no better than she thought she would. But gradually Melinda began to acquire a certain feel for the country, with its great distances and its level, unending miles over which the wind blew, wild and free. Without realizing what was happening to her, she came to love this new land—and to want to do something for it. That is how all of America has grown. *For older girls.*

EWING, C. H., and HART, W. W. *General Mathematics at Work*. Boston 16: D. C. Heath Co. 1952. 272 pp. \$2.80. In this book, each concept is

taught separately. Graded practice and applied problems are provided to insure mastery. The student sees how mathematics is applied every day in the world of work. Illustrations and problems have been drawn from twenty-two different industrial and construction occupations. The text covers practical material from a review of arithmetic to, and including, trigonometry of the right triangle. All problems are considered with a single idea in mind, to give the student a dependable foundation for the everyday uses of general mathematics. The book is written in a language which secondary-school students understand. Students' interest is aroused by the wide use of shop drawings. All students find that the illustrations of mathematical forms and principles in use help them to translate theory into reality.

FERNALD, H. C. *Plow the Dew Under*. New York 3: Longmans, Green Co. 1952. 301 pp. \$3.00. This is the story of the Palevskys and their neighbors from the Crimea, who came to Kansas to plant in broad new fields their precious grains of hardy red wheat, survivor of many a harsh Crimean winter. Kansas farmers were quick to see the value of the winter wheat, but there was little friendliness for the people who had brought it. The emigrants, isolated by their Mennonite beliefs, clinging to their language and old-country ways of dress, absorbed in their land, found slow acceptance. As always, it was the young people who must tread the difficult path between the old and the new ways of life. For Nicholas, the father, there is nothing more beautiful than the wheat and the rolling fields, but for Ilya, the son, there is English to be learned, the cheerful bustle of a town, and the joy of selling goods to customers. In his friendship with John, Ilya finds the substance of the American dream, the meaning of loyalty and fair play; in his apprenticeship with Dan Sebastian, wisdom and understanding; in his oath of loyalty to his new country, inspiration and a challenge; and in Irina, the answer to all his enterprises.

FERNALD, J. C. *English Grammar Simplified*. New York 10: Funk and Wagnalls. 1946. 270 pp. Rev. \$1.50. A handy reference for those who need a simple, immediate answer whenever a doubtful point arises in their use of English.

FERRIS, HELEN. *Writing Books for Boys and Girls*. Garden City, N. Y.: Junior Literary Guild. 1952. 320 pp. \$2.98. Here is the how and the why behind the writing of some of the best-loved contemporary books for boys and girls. Here over two hundred popular authors tell how they happened to write the books that young readers and critics have acclaimed. The writing of zestful stories of today and yesterday is described, of those laid in the United States and around the world. Distinguished biographers tell about their work. Here, too, are authors who have brought thrilling discovery to boys and girls in their books about the earth, the stars, airplanes, the F.B.I.—and more. First written for *Young Wings*, the monthly magazine of the Junior Literary Guild, these articles by eminent, creative writers are about books for all ages of young readers from six through the early teens.

FILLEY, H. C. *Every Day Was New*. New York 16: Exposition Press. 1952. 179 pp. \$3.00. The author mirrors the development of the great rural Midwest region of our country in his autobiography. His account of the ex-

periences of the early settlers in Nebraska and the decades following the Civil War recaptures the broad horizons and generous sympathies of that era of national expansion. The author is a typical product of the courageous age that produced many gifted and versatile men, and his life-story is marked with the dramatic pattern of aspiration and achievement associated with the pioneer spirit. The great agricultural development of this country since the turn of the century, is reflected in the story of the author's full and stimulating life. In tracing the author's development from farm boy to one of the foremost farm economists in the country, the reader finds his understanding of many of the controversial events of the past three decades broadened by the author's analyses of situations in which he himself was involved.

FLOHERTY, J. J. *Get That Story*. Philadelphia: J. B. Lippincott Co. 1952. 150 pp. \$2.75. This book reveals the fascinating whirl of brain, activity, skill, and mechanism that lies behind the production of a newspaper. It is a career guide full of the lore and thrill of newspaper life for any boy or girl thinking of a journalistic career. A resume of the origin and early history of newspapers is followed by an account of reporting, editing, printing and distribution of a great metropolitan daily. There are chapters on the significant work of country newspapers, newspaper photography, and many stories of reporters' luck and achievement in the great job of gathering and distributing the news. This is the author's twentieth book dealing with the thrill and romance behind facts.

FRANK, ANNE. *The Diary of a Young Girl*. Garden City, N. Y.: Doubleday and Co. 1952. 285 pp. \$3.00. Anne Frank and her family originally lived in Germany, but during the early thirties, when Hitler came into power, they migrated to Holland where, for a time, they lived normal lives. But when the Nazis invaded Holland, the family, because they were of Jewish origin, had to flee. For lack of any better place, they remained in Amsterdam, hiding in the abandoned half of an old office building. Anne was thirteen years old at the time. Friends on the outside provided what food, clothing, and books they could spare and so the group remained in their hide-out for two years until the Gestapo discovered them in 1944. It was after this raid that friends of the Franks found this diary in which Anne had recorded her experiences and impressions during the entire period of hiding.

Anne was an unusually intelligent child with a keen wit and a remarkable talent for penetrating observations which she carefully noted down in vivid, amusing, and moving style. Her account of their daily lives, and of how, despite their common danger, they could not share of themselves, is a wise and fascinating commentary on human behavior and its amazing paradoxes. Here are the thoughts and expressions of a young girl of great spirit and sensitivity, passing through the critical years of adolescence. Here is the self-portrait of a young girl, just on the brink of maturity, when the diary and her life reach their tragic end.

FRENCH, F. F.; LEVENSON, W. B.; and ROCKWELL, V. C. *Radio English*. New York 36: McGraw-Hill Book Co. 1952. 368 pp. \$3.60. William D. Boutwell, editor of *Scholastic Teacher*, writes in the Foreword: "For the teacher, 'radio English' is more than a subject of high motivation. All the fundamentals of English suddenly become more than lessons for students;

they become compulsions. Every student knows that his grammar must be correct at the microphone. He makes startling discoveries about his own voice and that of others. He must learn to collect information and search for proper words in order to write for radio. He learns to organize what he writes; to be fresh; to be brief. And finally, the student in radio English must face the acid test of audiences whether it be the classroom or the school or community audience. Radio, in academic terms, makes English functional."

*Funk and Wagnalls New Desk Standard Dictionary.* New York 10: Funk and Wagnalls Co., 153 E. 24th St. 1952. 959 pp. \$4.25 thumb-indexed, \$3.75 plain. Emphatype, designed for and introduced in the Funk and Wagnalls *New College Standard Dictionary*, is now used in this new desk dictionary. In it, one can find how to spell and pronounce a word quickly and correctly. The accented part is underlined. In addition, this edition has a handbook of secretarial practice packed with practical office helps and suggestions; 100,000 tested definitions; a full coverage of synonyms and antonyms; and an appendix of 12,000 geographical items.

GASSNER, JOHN. Editor. *Best American Plays, Third Series, 1945-1951.* New York 16: Crown Publishers. 1952. 706 pp. \$4.50. Containing the complete text of seventeen plays, this volume brings up to the mid-century mark the editor's "Best Play" series—a selection of seventy-nine plays from the formative period of 1916-1929 through the season of 1950-1951. There are, in addition, an invaluable outline of the postwar American Drama, special introductions with full biographical information about each playwright with a critical appraisal of his works, supplementary lists of American non-musical plays and American musical plays, and a bibliography. The most important writers (Arthur Miller and Tennessee Williams) are represented by their major works. These are supplemented with the work of brilliant newcomers, and the new pieces of our older writers.

GAULT, W. C. *Thunder Road.* New York 10: E. P. Dutton and Co. 1952. 188 pp. \$2.50. Speed; thunder of racing cars grinding off the miles; courage; treachery; these form the story about Pete Elliot and his antagonist, Rocky Revere. Pete is ambitious either to own a first-class shop or to become a big-time racer, and he turns to old Barney Spicer, ex-racer, for advice. With Barney, Pete travels the racing circuit as mechanic for Barney's beautiful racer which Rocky drives. Barney seems blind to the fact that Rocky is a spectacular but unreliable driver. Not until just before the big Labor Day race at Indianapolis does Barney finally wake to Rocky's perfidy. Rocky signs up to drive for a rival, one said to be unbeatable. Now Pete comes into his own. He drives Barney's car in the race! Danger, thrills, sportsmanship combine to make this an interesting book.

GERMINO, EUGENE; HAUSLE, EUGENIE; HLAVATY, JULIUS; MALAMENT, DANIEL; and WRIGHT, ELIZABETH. *Digest of High School Mathematics.* New York 22: Republic Book Co. 1952. 542 pp. \$3.00. This book is designed especially for those who wish to review or re-study a complete course in mathematics. It is intended especially for teachers, students, civil service candidates, veterans, adult education groups, or any one interested in a handy, single-volume summary of mathematics. The

contents is divided in seven sections: Arithmetic, Elementary Algebra, Plane and Solid Geometry, Plane and Spherical Trigonometry. Each section contains model problems with method and solution indicated. Practice problems for each section area also included. In all parts, the gradation of problems is made easy for the reader to achieve self mastery and skill easily and gradually. Answers are provided for all problems in all sections.

GIRVAN, HELEN. *End of a Golden String*. New York 10: E. P. Dutton and Co. 1952. 192 pp. \$2.75. Ronny had promised her beautiful grandmother that she will not rusticate in the country she loves but will give herself a year in New York. Ronny has two loves: the farm and photography. In New York, living with her charming, eccentric Aunt Nell Gibbs who runs a fascinating antique and interior decorating shop, Ronny soon learns how right her grandmother had been in insisting that she see something of life in a great city.

First of all, there are the interesting members of Aunt Nell's household; then there is the shop itself; nor should Jeff, a young newspaper man, be overlooked. There is a mystery surrounding a beautiful old desk; there is Coquette, an adorable poodle. Into this highly charged atmosphere Ronny slips quietly and soon finds herself a busy part of it. A career in professional photography is indicated. Meanwhile Ronny and Jeff go down to the farm to discuss future plans.

GOUDGE, ELIZABETH. *The Valley of Song*. New York 16: Coward-McCann, Inc. 1952. 281 pp. \$3.00. In the moment while Dame Threadgold was out of the schoolroom, Tabitha wriggled through the window, scrambled over the wall at the foot of the garden, and ran to the well at the bottom of Wood Street where she had hidden the primroses for Job's birthday. Tabitha knew she would find the old wood carver in the Yard, where work had just begun on a great sailing vessel. But the Yard was silent. Work on the *Swan* was at a standstill. There was no cloth for sails, no wood for hull and spars, no copper for Tabitha's father to hammer into sheathing in his forge—and no funds to buy them. All the men in the village, for whom the ships they built were life itself, agreed sadly that the *Swan* must be broken up. Only Tabitha said stubbornly, "Something may happen tomorrow." The author tells the story of what does happen when the men and the women permitted to enter go with Tabitha into the joyous Valley which until now has been her secret place.

GRAND, BEN ZION BEN ISRAEL. *And I Will Make of Thee A Great Nation*. New York 1: William-Frederick Press. 1952. 198 pp. \$3.00. The author seeks to make the service of the Synagogue meaningful to the worshipper, as he attempts to render selected Jewish devotional and historical literature into idiomatic, dignified, accurate, and lucid translation. This is a spiritual testament in comprehensive anthology of significant sections of the Hebrew Scriptures—in turn a statement of the cardinal doctrines, beliefs, and lore of Judaism—even better, a study of the unique relationship between the concepts of Zion and the people of Abraham. In seeking the significance of this association, the author traces the lofty expressions of Hebrew morality from the original testimony of the Old Testament, the Talmud, and the prayer books down through the ages to our own day.

GUDERIAN, HEINZ. *Panzer Leader*. New York 10: E. P. Dutton and Co. 1952. 523 pp. \$7.50. Captain B. H. Liddell Hart says in his foreword to this book: "In this book a man who has made history—on a great scale—gives us his own story of how he shaped it by means of a new idea, and how it led to an end he had not foreseen. Guderian had a tremendous impact on the course of events in our time. Without him, it is probable that Hitler would have met early frustration in his offensive efforts when he embarked on war. For in 1939-40 Germany's forces in general were not sufficient to overcome any major power. Her opening run of victory in the Second World War was only made possible by the panzer forces that Guderian had created and trained, and by his audacious leading of those forces in disregard of his superiors' caution as well as Hitler's fears."

HALEY, EARL. *Revolt on the Painted Desert*. Hollywood 27, Calif.: House-Warven, Publishers, 5228 Hollywood Blvd. 1952. 376 pp. \$5.00. Here are pictorial descriptions of the ever-changing weird majesty of the Arizona landscape and its flamboyant and panoramic grandeur...here is a strong and beautiful love story that is heart-stinging with its beauty and pathos...and here, too, is plenty of red-blooded action. The principal characters are rescued from bitterness, resentment, and hatred by an inspiring philosophy—by the recognition of moral values. There is a sincere ring to this book...and an awakening message which is at once a dramatic summation of the Navajo Indians' present-day problems and a universal plea for understanding and fair play.

HALLIDAY, F. E. *A Shakespeare Companion, 1550-1950*. New York 10: Funk and Wagnalls, 153 E. 24th St. 1952. 742 pp. \$8.50. The author writes: "This book is more than a handbook to Shakespeare; it is a handbook not only to Shakespeare's life and works, to his friends and acquaintances, to his poems and plays and their characters, but also to the Elizabethan-Jacobean theatre, the other dramatists who wrote for it, their most important plays and the companies that performed them, and to the history up to the present day of Shakespeare's work both on the stage and in the study, to his printers and publishers, players and producers, editors and adapters, scholars and critics." This encyclopedic work includes a 22-page bibliography and 32 pages of half-tone plates, and is published uniform with the author's earlier book *Shakespeare and his Critics*.

HAMILTON, C. W.; GALLAGHER, J. F.; and FANCHER, CHAS. *Business Fundamentals For Everyone*. New York 11: Prentice-Hall, Inc. 1952. 486 pp. \$2.68. Following the latest directives of the "Life Adjustment Committee" of the U. S. Office of Education—and the Harvard Report, the authors combine common sense with authoritative technical knowledge. Though ideal for students who will go on to specialized business courses, the book's double emphasis on economic understanding and the individual's relation to the "business community" makes it useful to all students. "Units of Related Topics" are used instead of chapters... Each "Topic" is brief and to the point. At the end of each "unit" are: Questions, Word Lists, Discussion Statements, Arithmetic Drills, and Essay-Type Exercises. Every "form" needed for these exercises is provided in a separate Workbook, which also contains supplementary drills. A Teacher's Manual and Key, including valuable suggestions for



course planning and answers to the drills and exercises, is free on adoption of the text.

HAYWARD, C. H. *The Junior Woodworker*. Philadelphia: J. B. Lippincott Co. 1952. 203 pp. The author of this book has had wide experience in literature on woodwork, and he presents all that a keen boy needs to enable him to make a start in this best of all hobbies, and to turn out some really attractive, if elementary, pieces of work. All the essentials are given—tools and their use, joints and how to cut them, methods of construction, and designs for things to make. The book is one of the Woodworker Handbook series.

HELLER, RUTH, and GOODELL, WALTER. Arrangers. *Singing Time*. Chicago: Hall and McCreary Co. 1952. 144 pp. 50¢. Here is a collection of 153 songs for use in class and assembly. The group represents the best-known and most loved songs of over a long period of time. While many may be sung in unison, the majority may also be done by four-part mixed voices. New tang is added through such musical features as dis-cants, humming accompaniments, echo and answering effects, and through vocal "imitations." Several new texts and translations were written especially for this book. Here are songs of our every mood—sentimental, patriotic, religious, fun. Here are ballads and folk songs of America and other countries, hymns, carols, spirituals, chanteys, and rounds.

HOOVER, HERBERT. *The Memoirs of Herbert Hoover*. Vol. III. *The Great Depression, 1929-1941*. New York 11: Macmillan Co. 1952. 503 pp. \$5.00. In the third volume of Herbert Hoover's Memoirs, subtitled "The Great Depression, 1929-1941," Mr. Hoover continues his autobiographical account of his "political years." Having dealt partly with presidential activities bearing on development and reform, as well as foreign affairs from 1929 to 1933 (including the Japanese invasion of Manchuria in 1931) in "The Cabinet and The Presidency," he treats of further domestic and foreign problems of the United States as related to "The Great Depression, 1929-1941" and the election campaign of 1932, together with the continuation of the depression until 1941 and its causes.

Mr. Hoover divides his account of the Great Depression into two parts. Part One describes the five stages of the United States depression. He points out many of the steps his administration took to counteract the crisis. In discussing the Presidential election of 1932, Mr. Hoover illustrates the subsequent economic and social turning of the United States. The final section describes Roosevelt under policies to achieve domestic recovery during the eight years of the New Deal prior to World War II.

HUBBARD, E. D. *The Moffats*. New York: Friendship Press. 1952. 164 pp. \$2.50. This is the remarkable story of Robert and Mary Moffat, the two outstanding pioneer missionaries in South Africa. Years before the name of Livingstone had become famous—years, too, before inner Africa was opening up—Robert Moffat and his wife were taking the word of God to the vast arid regions of Central South Africa north of the Orange River.

HUBBARD, M. A. *Thunderhead Mountain*. New York 11: Macmillan Co. 1952. 204 pp. \$2.75. Out of the black hills of South Dakota rises Thunderhead Mountain, a mass of solid granite higher than the Washington Monument. Here a well-known sculptor is working on an enormous figure of Crazy



Horse, the famous Sioux warrior. This is the story of two families who live at Crazy Horse Ranch, the McFees and the Indian family of Tawache who help Korczak with his work. But the story has to do mostly with Kip McFee, impulsive and independent, and Cloudy, the serious young Indian boy, both fourteen, and with their ambitions, rivalries, disagreements and deep friendship. The straying of Kip's palomino colt and the search for him are exciting events and also are the means of bringing about a greater understanding between the boys as they discover each other's true talents. While the author wrote this book, she lived at Crazy Horse Ranch. Although the story itself is entirely fictional, the figure of Korczak Ziolkowski is quite true.

IVENS, BRYNA. Editor. *Nineteen From Seventeen*. Philadelphia: J. B. Lippincott Co. 1952. 239 pp. \$2.75. In her foreword the editor, fiction editor of *Seventeen* magazine, notes that these are "stories about people who happen to be young." The principal characters are almost never older than twenty. In these nineteen stories, there is a broad range—in mood, subject matter, setting, pace, style, and characters.

JACKSON, D. V. S. *Bold Venture*. Philadelphia: J. B. Lippincott Co. 1952. 246 pp. \$2.50. "Sell him—if you can. He's a devil," they told Johanna the day she first saw the magnificent silver grey and lost her heart to him. "He killed Pat," echoed in her ears as she fell more in love with the horse that was her Uncle Pat's legacy. The beautiful, dangerous jumper made a new world for Johanna. It bit into her deep, happy companionship with her father, and pushed Johanna upward into new responsibilities, love, and maturity.

JOHNSON, S. J. *A Month of Christmases*. New York 3: Longmans, Green and Co. 1952. 132 pp. \$2.50. This is the story of a magic time—a December full of wonderful good times that began the very minute the children arrived in Fredericksburg, Texas, for a visit with Uncle Karl and Aunt Katrin. The old town spells enchantment and Milla and John come to know the joyous old-world traditions of the festive season, while a little smudge-nosed cat leads them into adventures of the town's pioneer past.

JUDSON, C. I. *Thomas Jefferson*. Chicago 5: Wilcox and Follett Co. 1952. 224 pp. \$3.50. Before the author wrote this book, she visited Monticello; there she saw evidences of Jefferson's many-sided talents. He was a lawyer, an architect, a musician, an inventor, a botanist, a farmer, a philosopher, and a brilliant politician. He was a man who loved beautiful things; the beauty he created in brick and stone, lawn and garden, can be seen today in Monticello, in the Capitol at Richmond and in the buildings of the University of Virginia. Thomas Jefferson loved freedom, too, perhaps even more than he loved beauty. All his life he worked for religious liberty, for freedom of speech, for educational opportunity for everyone. He served his country well as governor of Virginia, as minister to France, as secretary of state, as President. But his greatest work was in writing the paper that proclaimed to the world the birth of a new nation—the immortal Declaration of Independence.

KIEFFER, J. E. *Realities of World Power*. New York 17: David McKay Co. 1952. 336 pp. \$4.00. The purpose of this book is to explain in non-technical terms the complexities of the world of power politics in which

we now live. It is also an exposition of the latest thinking in the field of geopolitics. In this book the author discusses first the general subject of geopolitics. The physical factors that affect world politics are treated briefly, followed by a discussion of the philosophies or ideologies that influence world actions, such as nationalism, imperialism, colonialism, sovereignty. The next group of chapters deals with such things as the necessity and significance of alliances, the so-called "axis and sphere techniques," the stimulation of fear as a basis for alliance and its place in our present structure. The final chapters illustrate with specific examples the areas that are influenced by geopolitical doctrines. The author brings into focus the American position in the world, our elements of strength and weakness. Seven picture maps.

LASLEY, S. J., and MUDD, M. F. *Arithmetic in Life and Work*. Fourth Edition. New York 11: Prentice-Hall, Inc. 1952. 260 pp. \$1.96. This text can serve as both a basic course in arithmetic in the eighth or ninth grades and a refresher course in the fundamentals of arithmetic in any higher grade. According to the latest educational psychology, the authors relate their material to the typical student's world, so that he can see how useful arithmetic can be in his daily life. New features of the fourth edition include a complete revision of the sections on "Problems of the Consumer" and new end-of-the-chapter exercises. A complete testing program of achievement tests and reviews of fundamental processes are included.

LAWRENCE, MILDRED. *Crissy At The Wheel*. New York 17: Harcourt, Brace and Co. 1952. 200 pp. \$2.50. Crissy's Papa was the best carriage salesman in Granite City, Michigan, but when he decided to sell horseless carriages instead, everybody in town thought he was crazy. "Nobody is ever going to take those dreadful things seriously," Aunt Henrietta sniffed. But Crissy and Papa knew better, for only last year—in 1901—a man had driven a horseless carriage from Detroit to New York in just a week. Mr. Wellfleet, who made the carriages Papa sold, finally agreed to manufacture some automobiles, but if Papa didn't sell twenty of them by next summer, he would have to sell carriages again. It was an anxious year for Crissy. When she had almost given up hope for Papa's success, he presented her with a glorious surprise!

LENCZOWSKI, GEORGE. *The Middle East in World Affairs*. Ithaca, N. Y.: Cornell University Press. 1952. 459 pp. \$6.00. Recent political developments in eleven Middle Eastern countries are set forth in this volume. After describing the Middle East as a geographical and strategic unit, the book introduces the reader to the modern diplomatic history of this area by a brief presentation of the destinies of the Ottoman and Persian Empires. Inasmuch as the military and political decisions of the First World War had a tremendous impact upon the countries of this area, considerable attention is devoted in the earlier part of the book to the war aims and political strategy of the belligerents as well as to the final peace settlement. Diplomacy and politics are of primary concern, yet attention is also paid to social and economic phenomena.

LEWIS, ALFRED. *Treasure in the Andes*. Nashville 2, Tenn.: Abingdon-Cokesbury Press, 810 Broadway. 1952. 127 pp. \$1.50. Pepito is an Indian boy who lives in a one-room adobe house in the mountains of Peru.

When the family llama runs away, Pepito and his father follow him up the mountainside. There they find not only the llama but also a piece of rock with silver in it. This leads to an adventurous trip into the mountains, where Pepito and his father encounter a vicuna, escape a landslide, and discover a black-and-orange rock of much importance.

LILLIE, A. M. *Everybody's Island*. New York 10: E. P. Dutton and Co. 1952. 182 pp. \$2.75. The Island is New York, and the city both historic and modern, acts as a background for this story about two families who live there. There are the young Lawrences—Peter, Avis, and Howie—who, just down from Connecticut, live with their parents and grandmother on one side of the street; and the Perez family consisting of Baby Manuel, Luis, Fernanda, and Alfredo, just across the way. The Puerto Ricans speak little English, the older children are bitter over being shunned and called "Spiks" at school; Baby Manuel is ill and Mamma Perez is frightened and lonely. It is Howie, the socially minded eight-year-old, who first makes friends with the neighbors and through him the older Lawrences are made aware of certain problems, Grannie especially, who owns the ramshackle building in which the Perez family lives.

LONG, E. B. *Personal Memoirs of U. S. Grant*. Cleveland 2, Ohio: World Publishing Co. 1952. 608 pp. \$6.00. Among the histories of generals and wars, the personal memoirs of U. S. Grant ranks with the greatest. Written while Grant was slowly dying of cancer, it is an account of a great but simple man who came out of the masses to lead the Union armies in the War Between the States. Those who have thought Grant highly overrated will find that Grant the man, as well as Grant the soldier, grows on the reader as the author reveals the simple story of his life from childhood obscurity through his emergence as a military genius.

MARCUS, ABRAHAM. *Physics For Modern Times*. New York 11: Prentice-Hall, Inc. 1952. 762 pp. The author taps teenagers' natural curiosity about the physical sciences. His approach is non-mathematical, stressing "things" rather than abstract principles. For example: Bernoulli's Law is defined by means of its application in the automobile carburetor and the airplane; mechanical energy is dramatized by a description of how a clock works; heat energy is clarified by the operation of the diesel engine. Because of the non-mathematical approach, this book is able to present A.C. Electricity and Electronics in details. Also approximately forty pages are devoted to atomic energy. Teaching aids include over 600 illustrations closely related to the text, essay-type questions at the end of each chapter, and a teachers manual.

MARLOW, A. W., and HOARD, F. E. *The Cabinetmaker's Treasury*. New York 11: Macmillan Co. 1952. 267 pp. \$6.00. This book is a practical guide to the reproduction of fine period furniture. It is especially designed to serve equally well the home workshop enthusiast and the expert craftsman. For the craftsman, amateur or skilled, there are over 100 full-page working drawings, including cross-sections and detailed enlargements of unusual or difficult features. The accompanying text explains the required procedures, step-by-step, and there is special "how to do it" section on working processes, including joinery, moldings, carving, inlaying, finishing, and other secrets of good cabinetmaking. In addition, for all who are interested in fine furniture, the book will prove a

guide on period and style characteristics, construction details, hardware and decorative features.

- MARQUAND, J. P. *Point of No Return*. (School Edition by Lucile D. Smith) New York 10: Globe Book Co. 1952. 498 pp. \$2.56. The editor, in her preface writes: "It has been felt by some teachers of high-school and junior-college English that novels dealing with contemporary American life should be made available for classroom use. A criticism often leveled at the classroom is that it does not relate its teaching to the problems the student must meet after he leaves school. In this book, by the devices of the straight narrative and flashback, Mr. Marquand has given us such a novel, a realistic study of a young man who is born to what an anthropologist called the lower-upper stratum of society and who strives to get ahead, to achieve a security his father never knew.

The questions are designed to stimulate and to suggest rather than to confine the student to textual facts, except as facts are necessary to meaningful discussion. It is hoped they may aid in keeping uppermost the author's chief purpose, to trace the road taken by an average young American on his way up from some Clyde to some suburban New York community. It is a kind of twentieth century pilgrim's progress, not to the Heavenly City but to one in which the pilgrim must be ever alert in order to hold his own."

- MATTERSDORF, LEO. *Insight Into Astronomy*. New York 10: Lantern Press, Inc. 1952. 223 pp. \$3.50. This is a clearly written, simple explanation of the mysteries of the heavens. It describes in clear terms, for the average person to understand, the solar system, the stars, sun, moon, planets, eclipses, tides, how time is determined and many other interesting features of this fascinating subject. The author, president of the Amateur Astronomers Association, also discusses the latest theories of space and time in comparatively non-technical language.

- McGRAW, E. J. *Moccasin Trail*. New York 16: Coward-McCann, Inc. 1952. 247 pp. \$2.75. Runaway Jim Keath, trapping for beaver in the vast wild country beyond the Missouri River, is left for dead after a grizzly's attack. Found and adopted by Crow Indians, he grows up knowing only the chase, the tepee, the broad plains of Absaroka and the Indian's wandering, restless life. By the time he returns to trapping, he finds the world of the "mountain man" in ruins—the beaver gone, himself adrift and lonely. A mysterious letter, signed by a brother he has not seen in nine years, points a new trail—to Oregon and reunion with a family he has all but forgotten. This book is the story of that hero-worship and the havoc it creates in the lives of the four young Keaths; the story of a runaway's long, hard journey back to civilization. It is also the story of the death of one era and the birth of another—of a new land in the making.

- McILVAINE, J. S. *The Sea Sprite*. Philadelphia 2: Macrae-Smith Co. 1952. 204 pp. \$2.50. Callie Pritchard has everything most girls dream about—good looks, a family with wealth and social position, a convertible, and a sailboat of her own. The summer at Pritchards Point should have been gloriously carefree and spiced with romance. But somehow, Callie finds that the privileged life she has led hasn't made her the sort of girl she wants to be. More than anything else, she would like to be accepted by the young people in the summer colony, to belong to the casual crowd

who gather at the drugstore, sail in the harbor, picnic on the beach, or go square dancing on lazy summer evenings. Being the daughter of a famous father and belonging to a distinguished family seems to have drawbacks.

- MEADER, S. W. *The Fish Hawk's Nest*. New York 17: Harcourt, Brace and Co. 1952. 236 pp. \$2.50. Cape May County, New Jersey, has been for many years a favorite place with the author and his family. With its long coastline and its maze of tidal creeks, the county has been a tempting target for smugglers for two hundred years. Andy set off early one morning for Leaming's Island to count the cattle pastured there—a job which would leave him plenty of time for fishing. It was not good fishing which made that day memorable, however. Instead Andy found evidence that strangers had landed on the island, and he stumbled upon a small locked box half buried in the sand. When he pried it open, he discovered a bit of crudely carved wood which later helped him in tracking down the smugglers who were working along the lonely coast. This is an adventure story filled with the sturdy individuality of Cape May people, their farms and villages.

- MODLEY, RUDOLF, and LOWENSTEIN, DYNÖ. *Pictographs and Graphs*. New York 16: Harper and Brothers. 1952. 186 pp. \$4.00. An earlier version of this book published fifteen years ago under the title *How to Use Pictorial Statistics*, was the first work of its kind to explain a then little-known technique for presenting and dramatizing statistical information. Since that time the pictograph, along with its simpler variant, the graph, has proved increasingly popular and useful for the presentation of the work of business corporations, government agencies, movies, television, newspapers, schools, and colleges. This book is a guide to the now highly developed technique of creating and using pictographs and graphs. Following a general introduction to the theory of graphic treatment, the authors discuss in detail the selection of symbols, sources, and uses of statistical material and its adaptation to a particular audience, the pictographer's tools, and the preparation of final art work. The book is illustrated with 120 figures in black and white, plus sixteen pages of plates in two colors.

- NORTON, ANDRE. *Star Man's Son, 2250 A.D.* New York 17: Harcourt, Brace and Co. 1952. 248 pp. \$2.75. A vast, hostile wilderness scarred by an atomic war that had destroyed civilization two hundred years before; deserted cities choked with wreckage; misshapen creatures, once human, whom radiation had changed into subhuman Beast Things—this was the strange, little-known world that lay just outside the mountain stronghold of the Puma Clan. All his life Fors had dreamed of becoming one of the leaders of the Clan—a Star Man—like his father, of exploring that mysterious country, mapping roads and trails and searching the old cities for forgotten knowledge to bring back to the Eyrie. Now he realized he could never be a Star Man because he was a mutant—set apart from the rest of the mountain survivors by his silver hair, his night sight, and too-keen hearing. Nevertheless, he determined to continue his dead father's search for a lost city somewhere to the north, a city free from the poisonous radiation that killed men. With his hunting cat, Lura, his primitive weapons, and his father's fragmentary map, Fors set off alone into the alien void.

Thus begins an imaginative tale of adventure in which readers will find, as did Fors, that only when the peoples of the earth forget their suspicions of each other and learn to work together can they build a world once more fit for men. Nicolas Mordvinoff's drawings realistically depict the frightening but fascinating world of the book.

OLMSTED, J. M. D., and OLMSTED, E. H. *Claude Bernard*. New York 21: Henry Schuman, Inc. 1952. 277 pp. \$4.00. In 1834 a young provincial arrived in Paris with almost no paraphernalia except the manuscript of a tragedy which had never been acted, although a farce-comedy of his had had some success at a small theatre in Lyons. Advised to learn a profession to live by, and to write plays in his spare time, young Claude Bernard followed this sensible advice and entered the school of medicine.

OPDYCKE, J. B. *Get It Right!* New York 10: Funk and Wagnalls Co., 153 E. 24th St. 1952. 673 pp. \$3.75. A treasury of correct English usage in twenty comprehensive chapters that treat: Abbreviations, Alphabetizing—Filing—Indexing, Capitalization, Directly-by-Mail Copy, Figures of Speech and Related Terms, Grammar, Italics, Letter Writing, Library Self-Service, Minutes—Reports—Citations, Newspaper Copy, Numerals—Notations, Petitions—Proclamations—Resolutions, Pluralization, Proofreading, Punctuation, Spelling, Telegrams, and Word Study. The word lists are especially complete and up-to-date. The two chapters on business correspondence alone would fill an ordinary book. The whole is alphabetically arranged and thoroughly indexed, so that one can turn instantly to any subject.

— *Take A Letter Please!* New York 10: Funk and Wagnalls Co., 153 E. 24th St. 1952. 479 pp. \$3.00. Here is expert help for writing all kinds of letters, business and social...letters that are friendly and warm, expressing your individuality and personality...letters that carry your message clearly, correctly, in a lively, interesting way...letters that leave a favorable impression and bring the results you want. Covering a broad range, and illustrated by hundreds of actual examples, it includes letters of apology, application, appreciation, condolence, congratulations, declination, complaint, hospitality, and many others. Written by an authority on English use and abuse, this book gives specific pointers about appearance, style, language, form, addresses and salutations, and expressions to avoid. It is a practical, everyday guide to effective letter writing.

ORR, E. M.; HOLSTON, E. T.; and CENTER, S. S. *Discovering New Fields in Reading and Literature* (Grade 7) (628 pp.); *Progress in Reading and Literature* (Grade 8) (660 pp.); *Exploring Literature Old and New* (Grade 9) (654 pp.) (Reading Today Series.) 1952. (Rev.) \$2.84 each. The introduction states: "The books contribute to a twofold purpose by furnishing a body of reading material that is both enjoyable and informative and by supplying a group of exercises for the development of desirable reading skills and habits. The series, *Reading Today*, is built on this concept of a developmental reading program. In this series, purposes for reading are suggested in the introduction to each selection, and study exercises are provided which give opportunity to practice the techniques and skills necessary for meeting these specific purposes.

"The selections in this series are grouped in units around areas which are of interest to young people. The idea that we live in 'one



world' is emphasized in the content and in the suggested study exercises. Materials leading to an understanding of the privileges and responsibilities of citizenship in our country are included, as well as stories of animal life and other favorite themes of interest to boys and girls. As an integral part of this book, there is a distinctive unit addressed to the pupils. The purpose of this unit is to give young people some practical suggestions for improving their own reading. Materials were chosen that contribute to an understanding of the democratic way of life. Selections that appeal to young people have been included. These selections portray adventure, pioneer life, animal life, the modern world at work, scenes in different lands, the realm of sports, and acts of courage and achievement, biography, mystery, and humor. Definite attention has been given to the vocabulary load. With each selection there is a brief introduction which includes the setting for the story and suggested, or implied, purposes for reading the selection. Questions for discussion, which will help in the clarification and understanding of ideas, follow each selection. Exercises of an objective type, which will contribute to the development of desirable reading skills, are also included. These study exercises have a threefold purpose: (1) improvement in the use and understanding of words, (2) growth in the comprehension of ideas, and (3) development of the ability to express reactions to the ideas in the selections."

PARKER, A. C. *Red Jacket, Last of the Seneca*. (They Made America Series) New York 36: McGraw-Hill Book Co. 1952. 228 pp. \$2.40. Red Jacket, the noted Seneca chief, was known far and wide because of his persuasiveness and skill as an orator. It was often asked how a man who was uneducated in the ordinary sense—he had never studied books—could think so clearly and deeply. Red Jacket's answer was that he had listened to men of wisdom and had heard the voices of nature. Time has not dimmed the memory of Red Jacket, and poems about him are still recited in schools. His boyhood homeland in the Finger Lakes area and the land where he lived in his old age honor him by using his name for many good things, such as schools, lodges, clubs, and Boy Scout councils. He will long be remembered as a stirring force in the pioneer history of our country.

PERROTT, E. S. *It Happened in Pennsylvania*. State College, Penna.: Penns Valley Publishers. 1952. 56 pp. This is the story of Pennsylvania's beginning and growth. It emphasizes the contribution of Pennsylvania toward the development of the nation. An illustrated unit of work with vocabulary study, spelling lesson, comprehension test, and suggested activities for each section is presented in workbook form. It is usable at junior high school level and in remedial reading classes. Most usable, of course, in Pennsylvania, but stories are of interest nationally.

PETERSON, V. W. *Barbarians in Our Midst*. Boston 6: Atlantic, Little and Brown. 1952. 395 pp. \$4.50. In this book, the author, operating director of the Chicago Crime Commission and for twelve years a special agent for the F.B.I., sums up the history of crime in Chicago. He shows how the growth of crime has kept pace with the phenomenal growth of the city itself, and how politics and crime have meshed in an almost unbelievable web of corruption.



The author, who at one time worked for more than a year exclusively on the Dillinger investigation, knows his criminals and does not hesitate to give names and facts. He was instrumental in providing much of the data which enabled the Kefauver Committee to investigate not only Chicago but also those cities whose crime is controlled by Chicago gangsters. But before lifting the lid on Chicago today, he traces the colorful—not to say lurid—picture of the past. The author also gives the complete story of the Kefauver crime investigation in Chicago which, among other things, "established the Capone gang as a criminal organization with a menacing power surpassing that of...the Mafia of Sicily." And finally the author presents his program for the elimination of corruption in Chicago and throughout the country.

- PONSONBY, SIR FREDERICK. *Recollections of Three Reigns*. New York 10: E. P. Dutton and Co. 1952. 509 pp. \$5.00. With the intensified interest in all things pertaining to the British Royal Family, particularly since the turn of events has brought a Queen to the British throne for the first time since Queen Victoria, this book holds a very special place today. The author is the ideal person to have written such a memoir, having been Keeper of His Majesty's Privy Purse for twenty-one years during the reigns of Victoria and Edward VII and Treasurer to King George V for fifteen years. He has spent in all, more than forty years in service at Court. The author's peculiar combination of worldly wisdom and personal affection gives the book its distinctive character. Those who have marveled at the magnificent pageantry or the unobtrusive smoothness of royal progresses are taken behind the scenes where flustered equeries and secretaries are feverishly arranging for the right music, tracking down baggage which fails to arrive, providing the appropriate speeches, decorations, and gifts, wrestling with precedence in several languages and seeing that nobody is offended.

This book covers the latter years of Queen Victoria's reign and the reign of King Edward VII. The record of social and ceremonial life, of manners and morals, is revealing, and it is garnished by the best stories from Sir Frederick's unique repertoire. The complete reign of King George V is not covered because Sir Frederick died just three months before the King.

- PORTER, L. J., and GRAHAM, J. J. *Legal Diction*. New York 11: Prentice-Hall, Inc. 1952. 158 pp. \$3.00. Written for the prospective legal secretary or court reporter, this book provides a wide range of dictation material organized for easy and rapid learning. This book is adaptable to any shorthand system. The many word-counted sections, the material on medical terminology and other "special" areas, and the large type are designed for greater efficiency both in dictation and student practice.

- Representative American Speeches: 1951-1952*. (Reference Shelf Series) New York 52: H. W. Wilson Co. 1952. 197 pp. \$1.75. Speakers in this annual collection are virtually all men appearing prominently in the news on the book's publication date: Dwight D. Eisenhower, Adlai E. Stevenson, Harry S. Truman, Robert A. Taft, Estes Kefauver, Walter P. Reuther, and others of like stature. The book is far from a political document as the grouping of the speeches suggests. This grouping is a subject-matter classification: Foreign Relations, Crime and Corruption, National Ideals,

Presidential Campaign, Industry and Labor, and Intellectual Ideals. Some of the most important pronouncements of the year appear under each heading. Editorial paragraphs introduce each speech. The background, the place, the occasion, the effectiveness of each speech and speaker are all noted.

- ROBINSON, CLARK. *Making the Most of School and Life*. New York 11: Macmillan Co. 1952. 491 pp. This textbook is based on a single basic concept—the individual, not subject matter, is the integrating theme of the book. Its aim is to show the student that growing up involves more and more responsibility for his own activities. Its purpose is to help the student exercise this responsibility with intelligence.

Following sound principles of learning, it builds, chapter by chapter, certain basic concepts around which the student can organize and direct his own program of self-improvement. It is a planned program for aiding the student to help himself rather than a conglomerate array of unrelated admonitions. The content is devoted to helping the student meet down-to-earth problems of self-direction in situations that involve his physical and emotional growth, school life and study habits, relations with others, relations with the community, dating, etiquette, spending, vocational and avocational choices, etc.

- RUSHMORE, HELEN. *Ponca, Cowpony*. New York 17: Harcourt, Brace and Co. 1952. 175 pp. \$2.25. No matter how hard he tried to become a real, working ranch hand, Chip was always doing something foolish. Chip hinted he'd like to be a partner in the Circle S Ranch, but the very next morning he had forgotten to use his head and had been thrown from Ponca when he practiced fancy riding alongside a busy highway. Most of all, he regretted teaching Ponca the trick of bringing him a hat for the reward of an apple. Even after Chip had earned the right to be a real hired hand, Ponca continued his time-wasting antics. "Feather-head" and "sugareater" the cowboys called him. Then one day Chip and Ponca met up with rustlers in the east pasture, and it was Ponca's hat trick that saved the day and made the cowboys agree he was the smartest little cowpony in the state.

- SCHACHNER, NATHAN. *Alexander Hamilton*. (They Made America Series) New York 36: McGraw-Hill Book Co. 1952. 229 pp. \$2.40. Alexander Hamilton is regarded as one of the greatest men our country has produced. Hence, the subtitle, *Nation Builder*. The stamp of Hamilton is still unmistakably visible on our form of government, our institutions, our finances, our way of life. The issues of his day are eternal ones—philosophical bases for the framework of society. The author credits Hamilton with having blueprinted the structure of our democracy and Jefferson with having breathed spirit into it.

- SCHNELL, E. L., and FRAILEY, L. E. *Practical Business Writing*. New York 11: Prentice-Hall. 1952. 697 pp. \$5.00. As the reader of *Practical Business Writing* goes through the book, he meets and analyzes a wide variety of actual, used-in-business letters—both successful and unsuccessful—reproduced as they were mailed. He examines the actual results of many of them. He becomes acquainted with the principles which were followed or disregarded—he sees *why* some succeeded, *why* others failed. The chapter headings are indicative of the content:

How Letters Serve Business; Framing Your Letter Plan; Your Writing Personality; Tone—The Reflection of Your Attitude; Appearance and Mechanics—The Background for the Message; The Business Correspondence Team; Shuttle Letters; Adjustment Letters; Credit and Collection Letters; The Sales Letter; Special Sales Letter Devices; Replies to Prospects, and Other Letters Allied to Sales; Business Promotion and Good Will Letters; Personal and Employee-Relations Letters; Application Letters; and Business Reports.

SEIDENSPINNER, CLARENCE. *Great Protestant Festivals*. New York 21: Henry Schuman, Inc. 1952. 148 pp. \$2.50. This book describes the various festivals and services of Protestant churches from the beginning of the parish year in September to the next summer's close. Through the autumn, for example, such festivals and observances are described as Rally Day, Religious Education Week, World Communion Sunday, the Festival of the Reformation, All Saints' Day, World Peace Sunday, Thanksgiving, Advent, and Christmas. Some of these festivals Protestantism has in common with Catholic Christianity. Many of them, such as World Communion Sunday, constitute a distinctive contribution of the Protestant Church to the calendar of worship. One of the interesting features of this book is the use of specific parish churches to afford examples of the way in which Protestantism celebrates its festivals.

SHUTE, NEVIL. *The Far Country*. New York 16: William Morrow and Co. 1952. 343 pp. \$3.50. Jennifer Morton was twenty-four years old, an auburn-haired, grey-eyed refugee from the drab monotony of postwar London. From the moment she arrived in the luminous Australian summer, she was captivated by the beauty and vitality of this new country. Her Australian relatives, who make the trip possible, welcomed her warmly and wanted her to stay. Quite unexpectedly, Jennifer met a man who made her want the same thing. This meeting was the start of an idyllic period for Carl and Jennifer. Each was already in love with the country. Now they could share its wonders with each other. But just as their friendship ripened into love, news from England brought grave complications and their happiness seemed doomed.

SMITH, SIR WILLIAM. *Smaller Classical Dictionary*. New York 10: E. P. Dutton and Co. 1952. 352 pp. \$3.75. Revised by E. H. Blakeney and J. Warrington, this book is a ready-reference volume to classical subjects, to myths and legends, Gods and Goddesses, places and dates. In this new edition special attention has been given to the findings of modern scholarship and archeology. A great many of the articles have been amplified or completely rewritten, while a number of new ones have been included. The introductory lists and tables of people and dates are new for the most part. The volume is not only a student's guide and reference book; it is also a miniature of the ancient world, its personalities, arts, life, and letters.

*The South American Handbook*: 1952. New York 52: H. W. Wilson Co. 1952. 781 pp. \$2.00. For many years this Handbook has been recognized as the standard guide to the countries south of the Rio Grande. Twenty-three of the book's thirty-two chapters outline in detail the salient facts in all of the individual countries in South and Central America, Mexico, and Cuba. The opening chapter discusses the whole area in terms of topography,

climate, peoples, history, hygiene, employment, weights and measures, Spanish and Portuguese terms, and other significant aspects of the 8,500,000 square miles embraced by the book. The second chapter, "On the Way," has delightful descriptions of twenty possible ports of call (embarking from London), from Santander in Spain to Port of Spain in Trinidad a few miles off the Venezuelan coast.

- STERLING, THOMAS. *Strangers and Afraid*. New York 20: Simon and Schuster, Inc. 1952. 275 pp. \$3.50. Lyle Bishop, self-doubting product of an eccentrically puritanic background, is considered to be a saint by everyone who knows him and by the thousands who know of him only as the head of The League for the Right to Freedom. Only Lyle knows that his great mission, his self-dedication, has failed—that he has been so busy helping humanity that he has lost all touch with human beings. He thinks despairingly: "How can one be a saint if one thinks he is?" Maccabee David is a rather simple, gentle but proud young man who instinctively knows a great deal about people. He is a realist, though without cynicism; he thinks that the way to survive is by exercising great caution in one's encounters with individuals. And Maccabee has learned to exercise caution. For one thing, he is a fugitive. For another, he is a Negro. Despite this caution Maccabee risks his safety to help a friend; and thus, when he is in grave danger, his path and Lyle's cross. Their lives touch for just a moment; but that moment is enough to reveal the abyss that lies between them and the fragility of the bridge they try to build across it. The author believes wholly, and only, in people as individuals. He fears most deeply those who live by rigid principles.

- TEILHET, DARWIN. *Steamboat on the River*. New York 16: William Sloane Associates. 1952. 256 pp. \$3.50. The country was vast in the 1830's, and almost the only roads were rivers. The way to get from the East to Springfield, Illinois, was by packet boat down the Allegheny and the Ohio, up the Mississippi and the Illinois, and then, if you could make it, up the Sangamon. Jim Owens' father built a steamboat for just such rivers as the Sangamon, and for men ready to gamble everything they had on the chance to land a consignment of freight in the farm settlements of Illinois.

It was Jim himself who early in 1832 made the voyage in the Talisman to the heart of the Illinois country—the region where a rawboned young man whose friends called him "Linkern" was already becoming a legend. On the course of his fateful journey, things happened. He found himself embroiled in the feud between the keelboatmen and the steamboaters, who stopped at nothing in their efforts to drive each other off the rivers. He discovered how an impudent young girl like Thankful Blair could turn into something quite different. And during the most perilous days of the voyage he was closely associated with Abe Lincoln.... From Lincoln he learned what it took to face up to the rough passions of a frontier town.

- THACHER, RUSSELL. *The Tender Age*. New York 11: Macmillan Co. 1952. 277 pp. \$3.00. The author has written a perceptive book about a boy's coming of age. With an understanding heart he has looked at Bunny Dedrick and his friends, eager to be done with that "tender age," envious yet ashamed of the adult world, and of the adults themselves, unwilling (or

perhaps too busy) to acknowledge a younger generation as people in their own right. The story takes place one sweltering week end when the below-surface tensions are suddenly bared in the Dedrick household.

*Thorndike-Barnhart High School Dictionary.* Chicago 11: Scott, Foresman and Co., 433 E. Erie St. 1952. 1120 pp. \$4.00 plain; \$4.40 thumb-indexed. Telling a pupil all he wants to know about a word in a way he's sure to understand is a characteristic of a good school dictionary. Suppose, for example, the pupil wants to know the meaning of *chronological*. In this dictionary he finds: "arranged in the order in which the events happened: *In telling a story a person usually follows a chronological order.*" This is typical of the definitions in this dictionary. So are illustrative sentences and phrases that clinch meanings by showing pupils the words "in action." Pictures, diagrams, and maps supplement a great many of the definitions, too. The pupil gets pronunciation help through the use of only nine symbols plus the familiar long vowel markings. Many entries include usage notes to guide pupils in solving such tricky problems as: which preposition to use after a word, how to keep from confusing words that seem alike (*compliment* and *complement*, *childish* and *childlike*), how to clear up questions of style. Etymologies in this dictionary trace the stories of words in ways that contribute to pupils' understanding of words' present meanings; for example, the etymology of the American-made word *motel* reads "Am.E: blend of motor and hotel."

Abbreviations, biographical and geographical names, foreign words, and all material that usually send dictionary users searching through appendixes are found in this dictionary in their alphabetical places in the single list of entries. Large, easily read type and well-arranged pages should invite pupils to use this dictionary. And a 13-page "How to Use This Dictionary" section should be welcomed by teachers as a real help in strengthening dictionary skills.

THURBER, JAMES. *The Thurber Album.* New York 20: Simon and Schuster, Inc. 1952. 346 pp. \$3.50. James Thurber has long been known to and loved by readers of *The New Yorker* because of his vignettes, generally nostalgic articles, and hilarious cartoons. Presumably Thurber is classed as a humorist but his charm is to be detected in most of his writings that are not so much humorous as pathetic. The movies, incidentally, missed this point completely when they cast Danny Kay in the title role of Thurber's "The Private Life of Walter Mitty." In this book, Thurber has rounded up many of the characters he has met, years ago in Ohio, and has brought to light some of the most amazing, incredulous, ridiculous, and yet thoroughly believable incidents it has ever been one's pleasure to read. Thurber modestly says, "The book deals with my family, friends, teachers, and colleagues in Columbus, Ohio, the lovely and colorful people of whom I am especially fond."

TIDWELL, M. F., and BELL, M. L. *Clocked Practice Writings.* New York 11: Prentice-Hall, Inc. 1952. 46 pp. \$1.24. This is a book of one-, five-, and ten-minute clocked practice writings in typewriting. The book features 30 three-page tests with "automatic calculating columns"; original and entertaining writings, carefully selected for their student-appeal; convenient spiral-bound format. For extra convenience, the authors place alongside the writings themselves, three automatic calculating columns, so you can

tell at a glance how many words a minute a student has typed...whether for one, five, or ten minutes. This automatic method of calculations saves time for the teacher and eliminates any chance of error when the calculation is done by the pupils. The writings selected for this text have high pupil appeal. They consist of human-interest stories, intimate, biographical sketches of great men, and articles vital to an understanding and appreciation of such specialized fields as literature, music, art, and business. The text can be stood upright without the support of special typing stands.

TRÖELSTRUP, A. W. *Consumer Problems*. New York 36: McGraw-Hill Book Co. 1952. 458 pp. \$4.75. This text deals with education for more effective personal, family, and group living. Ranging considerably outside the generally recognized content limits of consumer economics, the author has drawn material from any field of discipline which he feels will lead the reader to better insight, information, and comprehension. The author draws heavily from such fields as psychology, child development, economics, nutrition and health, government on all levels including the United Nations, sociology—particularly marriage and family—and homemaking in all its major areas. It deals with life as a whole rather than in its separate parts. It offers a new basic or general education course with consumer education as the focal point. The topics selected for discussion are based on ten years of research and experimentation and represent the inescapable consumer problems of modern living. Each topic is introduced by pointing out the need for studying it. The problem is first considered from the generally familiar aspects and then progresses to the more complicated factors. Concrete illustrations are introduced at significant points. Included at the end of each chapter are: (1) review questions based on the chapter content; (2) teaching-learning devices—consumer problems on the personal and local level; and (3) a carefully selected bibliography for student reading.

VILLIER, ALAN. *Monsoon Seas*. New York 36: McGraw-Hill Book Co. 1952. 337 pp. \$4.75. The Indian Ocean is one of the most fascinating in the world. The author recreates here the long, illustrious past of this fascinating ocean. Across its monsoon-swept seas came the ancient argosies from Egypt, Persia, and Arabia; the great fleet of Alexander the Great, and the caravels of the Portuguese. The author tells the story of the father of modern seafaring, Prince Henry the Navigator, and of the hazardous voyages of Dias and Da Gama who fought their way around the Cape of Good Hope to open up the treasures of the East to European trade. Others came, besides the Portuguese, to sail this ocean and capture its rich trade. The author describes them all—the enterprising Hollanders, the long, lumbering procession of stately East Indiamen and merchant-adventurers of England and France, and the New Englanders in Yankee Clippers. Here, too, came pirates, the equal of any in the world for daring and cruelty. Such men as Long Ben Bridgman, John Avery, Captain Kidd, and the infamous Taylor Long gave a bad reputation to the Indian's waters.

In 1939 the author went on a year's trip on an Indian pearler with an Arabian sheik. He tells of pearl diving, sealing, and whaling, and of the fabulous islands of the Indian Ocean, their stories and legends, geog-



raphy and history. There is the romance of the beautiful Cocos-Keeling islands, where Captain Clunies-Ross and his straight-laced family landed, only to find that his old partner had gotten there before him with a harem of 177 women. He writes of great shipwrecks and adventure—the 2,000-ton full-rigger Monkbarns caught in a black southeaster off the Cape of Good Hope, and the astounding voyages of enemy ships in the last two wars.

*Vocational Guidance Manuals.* New York 19: Vocational Guidance Manuals, 45 W. 45th St. 1952. \$1.00 each, quantity discounts. From 96 to 148 pages. The Vocational Guidance Manuals Series are comprehensive, authoritative discussions of the realistic occupational opportunities in various specific fields. Each manual is original material containing facts, advice, and reports of successful experience. The books contain specific references and sources of information. Newly published numbers are available upon publication with special benefits on the VGM Standing Order plan. Available titles are:

*Opportunities in Library Careers; Opportunities in Teaching; Opportunities in Beauty Culture; Opportunities in Occupational Therapy; Opportunities in Nursing; Opportunities in Catholic Religious Vocations; Opportunities in Protestant Religious Vocations; Opportunities in Jewish Religious Vocations; Opportunities in the Petroleum Industry; and Opportunities in Social Work.*

WEYAND, A. M. *The Olympic Pageant.* 1952. 347 pp. \$4.75. Devoting a chapter to each Olympic festival, the author gives a complete and accurate account of every contest ever held during the entire course of the modern Olympics from the time it was founded in 1896 by Count Pierre de Coubertin to 1948. Records are given of each winner, the official scores, the countries which participated, and tables show the number of championships won by each country. In addition there is a thorough explanation of the methods, general arrangement, and rules of this gigantic organization.

There is more, of course, to a book like this than just the official records. There are personalities, legends, gossip. Here are all the famous battles, stirring victories, and bitter defeats. You'll read how Jim Thorpe, one of the most perfect athletes the world has ever known, had to return his trophies because of a technicality; how Tom Hicks won a marathon race while almost unconscious; how Irving Berlin was inspired by one of the Olympic matches to write his first big song hit; how Babe Didrikson walked off with honors in practically every contest she entered and cried because she could not compete in more.

WILES, R. W. *The Law of Destiny.* New York 1: William-Frederick Press. 1952. 285 pp. \$3.50. Against the compelling background of the law of destiny which so inexorably shaped the life of their father and was to bring startling changes into the lives of his children, the author has created a novel of the contest between good and evil, between the dark surprises of the flesh and reason's weak providence. In broad and definite strokes the characters reveal themselves—identical twin brothers in hereditary conflict, one good, the other bad. They meet again and again through an active life, mingling almost in mortal conflict as they become the mutual objects of hates and desires and the matted affinities



between them all mount into unlimited violence. Theirs is a tale that moves inevitably and tautly, not as a tale of adventure necessarily but as one of philosophical suggestion of lives confined by a determining family heritage.

WILLIS, P. D. *Alfred and The Saint*. New York 3: Longmans, Green and Co. 1952. 179 pp. \$2.50. Alfred loves horses. All his life he has helped with their grooming, has even slept over the stable, for his father is huntsman of the Midland Valley Hunt Club. No one but Mr. Forsythe, the owner, is allowed to ride The Saint, a beautiful, chestnut hunter who is stabled at the club. But Alfred loves him, and horse and boy communicate their mutual affection with small movements and soundless caresses, for Alfred is a mute, and though he can hear he cannot speak. Then one day the beloved horse suffers a heart attack and the vet orders him put to sleep. But Alfred cannot let him go, and Fanny Forsythe, daughter of the owner, joins the boy and his father in a conspiracy to save the wonderful horse. Fanny, spirited and friendly, is quick to learn sign language and she and Alfred become fast friends. Long after, The Saint, restored to health, repays the devotion of his friend. Neck arched, head held high, The Saint knows only pride in his rider and makes possible the operation that will restore his young master's voice.

YATES, ELIZABETH. *A Place for Peter*. New York 16: Coward-McCann, Inc. 1952. 184 pp. \$2.50. Peter is a hucky boy, reared on his father's farm in a land of wide pastures and deep woods, rimmed by the mountains. Peter's story is one of daily human adventure. Through the struggles of misunderstanding with his father, loneliness in the absence of his mother, and a deep desire to match his growing physical strength with equally manly responsibility and achievement, Peter emerges with a new sense of values and a deeper awareness of his own worth-while place in the world.

The changing seasons and life of the farm are vividly portrayed. There are adventures in the sugar bush, trail cutting in the woods, an encounter with rattlesnakes, and always the warm friendliness between man and the domestic animals. The devotion of Shep, the collie, is a moving force of the book. Through it all, there runs the quiet wisdom of old Benj, like a strong thread weaving together the widely various strands into one meaningful whole.

YUST, WALTER, Editor. *1952 Britannica Book of the Year*. Chicago: Encyclopedia Britannica, 20 N. Wacker Dr. 1952. 800 pp. \$12.00. This is the fifteenth annual edition. In words and pictures, it portrays the events of 1951. It is the product of many minds and many points of view. The authors are experts in their field and represent a cross-section of world leadership in business, industry, education, the arts and science, military, and government. Through these pages, more than 600 outstanding authorities tell their stories in terms the reader can readily understand. These men tell not only what the year's events have been, but also what they mean. The volume contains over 400 illustrations; 800 cross references; 1,000 accurate, authoritative, unbiased articles, and 1,000,000 meaningful words. Persons owning the *Encyclopedia Britannica* and the *Britannica Junior* will find this volume helpful in keeping them abreast of world developments. They may purchase this volume at a special own-

er's price. Others may purchase it at the established price. Libraries will find the volume a useful and readily available source of essential and authoritative information. It is a volume that will inform and help its readers understand world events.

### Pamphlets for Pupil-Teacher Use

- Annual Report for 1951.* Washington 25, D. C.: Supt. of Documents. 1952. 108 pp. 30¢. The progress that has been made throughout the first year of the Federal Civil Defense Administration. Facts relating to the training progress and problems.
- ASHBURN, G. H. *Dark Gods.* New York: The William-Frederick Press. 1952. 26 pp. \$1.25. Poetry of a Liberian woman who is steeped in the folk lore of the Golas.
- Background.* Dept. of State Publication 4626, Commercial Policy Series 143. Washington 25, D. C.: Supt. of Documents. August, 1952. 7 pp. 5¢. Background information on export controls.
- BECKOFF, SAMUEL. *Course of Study.* Long Island City 1, New York: Long Island City High School, 41st Ave. and 29th St. Free. Mimeographed lesson plans on the reading of books, the use of composition, and films in guidance.
- Better Health for School-Age Children.* Washington 25, D. C.: Children's Bureau, Office of Education, Public Health Service, Federal Security Agency. 1952. The theme is "Modern problems call for modern methods."
- BETTS, E. A. *Factors in Reading Disabilities.* Reprinted from *Education* (May 1952). Philadelphia 22: Reading Clinic, Dept. of Psychology, Temple University. 1952. 14 pp. 50¢. Discusses retardation, its symptoms and causes.
- Bureau of Publications, Teachers College, Columbia University, 525 West 120th St., New York 27: Publications of.
- Political Parties and Presidential Nominations.* 24 pp. 30¢ each; 30 copies, \$5.00.
- Premises of American Liberty.* 15 pp. 25¢ each; 50 copies, \$7.50.
- California School Lunch Guide.* Sacramento: State Dept. of Education. 1952. 197 pp. Planning and maintaining an effective school lunch program. Financing the lunch program, nutritional principles, quantity purchasing, preparation of food, recipes, menus, equipment, sanitation, and safety are discussed practically with specific examples.
- DEAN, V. M., and BREBNER, J. B. *How to Make Friends for the United States.* New York 16: Foreign Policy Association, 22 E. 38th St. July 30, 1952. 64 pp. 35¢. What can Americans do to improve the picture our friends and enemies have of us?
- Defense Mobilization—The Shield Against Aggression.* Washington 25, D. C.: Supt. of Documents. July 1, 1952. 51 pp. 30¢. Sixth quarterly report by Director of Defense Mobilization showing the many-sided problem—arms, production, manpower, economic stability, world cooperation, civil defense.
- Digest of Annual Reports of State Boards for Vocational Education.* Washington 25, D. C.: Division of Vocational Education, Office of Education, Federal Security Agency. 1952. 98 pp. A digest of reports to the U.S.O.E. for the year ending June 30, 1951.

- Economic Education in Hawaii.* New York 22: Committee for Economic Development. 444 Madison Ave. Describes the extension of the workshop movement to the Hawaiian Islands to raise the level of economic education in the public schools.
- Foreign Agriculture.* Washington 25, D. C.: Supt. of Documents. Monthly. 15¢ per copy or \$1.50 per year. The July-August 1952 issue contains authoritative and interesting articles about flax in Belgium, teakwood in Thailand, beef in Ireland, modern farming in El Salvador, agricultural policy in Yugoslavia, and the FAO in world affairs.
- Foundations for Growth and Security.* Vol. I of *Resources for Freedom.* Washington 25, D. C.: Supt. of Documents. 1952. 184 pp. \$1.25 (paper cover). A report of a study of the materials problem of the United States and its relation to the free nations of the world. Four successive volumes will be: Vol. II. "The Outlook for Key Commodities"; Vol. III. "The Outlook for Energy Sources"; Vol. IV. "The Promise of Technology"; and Vol. V. "Selected Reports to the Commission."
- Fourteenth Annual Report.* New York: The National Foundation for Infantile Paralysis, 120 Broadway. 96 pp. 1952. This is a story of polio in 1951—the great strides made in scientific research and professional education. Basil O'Connor, President.
- Free and Inexpensive Learning Materials.* Nashville, Tennessee: Division of Surveys and Field Services, George Peabody College for Teachers. 1952. 194 pp. \$1.00. A classified catalog of 2,521 evaluated items costing 50 cents or less.
- Fuel for the Good Dragon.* Washington 25, D. C.: Mutual Security Agency. 1952. 20 pp. An illustrated booklet on American economic aid to Formosa.
- A Guide for the Study of Holding Power in Minnesota Schools.* St. Paul, Minnesota: State Dept. of Education, Council for Improvement of Secondary Education. 1952. 48 pp. A planned approach to the problem of holding power.
- Guidelines for Point Tour.* Washington 25, D. C.: Dept. of State, Division of Public Liaison. 1952. 10 pp. Recommendations of the International Development Advisory Board.
- The Guide to Films in Economic Education.* Washington 6, D. C.: Dept. of Audio-Visual Instruction, NEA, 1201 16th St., N. W. 1952. 50 pp. \$1.00. Published in co-operation with the Joint Council on Economic Education. The bibliography contains a synopsis and evaluation for about 140 films and filmstrips. The most novel feature of this bibliography is the recommendations which contain analytical comments pointing out strong and weak aspects in the films and suggestions for areas of usefulness.
- Handbook on Attendance Accounting in California Public Schools.* Sacramento, California: State Dept. of Education. June 1952. Rev. 103 pp. Describes methods and procedures under California Law.
- Hill and Knowlton, Inc., 350 Fifth Ave., New York 1: Publications of.  
*Education and Industry Cooperate.* 32 pp.  
*Partners in Community Enterprise.* 40 pp.  
*Teacher for a Day.* 27 pp.
- The I & N Reporter.* Atlanta, Georgia: Dept. of Justice. Box PMB. \$1.00 a year; 25¢ per issue. News, statistics, court decisions, etc., regarding immigration and naturalization.

- KAWIN, ETHEL. *A Guide for Child-Study Groups*. Chicago 10: Science Research Associates, 57 West Grand. Single copies 64¢; 10 or more, 48¢ each. A handbook to serve as a guide for leaders and members of child-study groups.
- KERR, WALTER. *The Birds*. Washington 17, D. C.: The Catholic University of America Press, 620 Michigan Ave., N. E. 1952. 59 pp. \$1.00. Acting edition of Aristophanes' *The Birds*. Royalty required for acting rights.
- LAYTON, W. K. *Special Services for the Drop-Out and the Potential Drop Out*. New York 16, New York: National Child Labor Committee, 419 Fourth Ave. 1952. Paper given by the Divisional Director, Department of Guidance and Placement, Detroit Public Schools, at a joint meeting of the National and Illinois committees.
- McFARLAND, JOHN W. *The Development of Life Adjustment Education in the United States with Special Reference to Texas*. Austin: Texas Study of Secondary Education, 217 Sutton Hall, University of Texas. 1952. 95 pp. \$1.00. Characteristics of life adjustment education, curriculum development and experimental programs in pilot schools, appraisal of the program in Texas.
- MERRITT, E., and HARAP, H. *Trends in Production of Teaching Guides*. Nashville, Tennessee: Div. of Surveys and Field Services, George Peabody College for Teachers. 1952. 31 pp. 50¢. A survey of courses of study published in 1948 through 1950.
- MILLER, M. J. *Christian Foundation Program in the Catholic Secondary School*. Washington 17, D. C.: The Catholic University of America Press, 620 Michigan Ave., N. E. 1952. 177 pp. \$1.75. The proceedings of a workshop showing the place of various subjects in Christian education.
- News From Behind the Iron Curtain*. New York: Research and Publications Service, National Committee for a Free Europe, 110 West 57th St. Monthly. Economic, political, and cultural news. Special feature of August 1952 issue is "Flight to Freedom," in which five escaped fishermen tell of life in Soviet Latvia.
- Organizing a UNESCO Council*. Washington 25, D. C.: Supt. of Documents, Government Printing Office. 1952. 7 pp. 10¢. How local and state councils in Kansas serve international education for the citizen. A pattern for community education for international understanding.
- Our Foreign Policy 1952*. Washington 25, D. C.: Supt. of Documents, Government Printing Office. 1952. 79 pp. 25¢. A Dept. of State publication explaining and justifying in summary form the defense of the United States by building world peace.
- The Personnel of State Departments of Education*. Washington 25, D. C.: Supt. of Documents. 1952. 46 pp. 30¢. Personnel policies and practices in state departments of education. Basic data on number, time, salary, etc., for the 48 states.
- Precision—A Measure of Progress*. Detroit 2, Michigan: General Motors Educational Relations Activity. 63 pp. 59 illustrations in color. Traces the development of measuring devices from the time of Noah to today.
- The Public School*. Washington 6, D. C.: National Education Association. 1952. 16 pp. Annual report of the profession to the public by the Executive Secretary of the NEA.

- Reactions of High-School Seniors to Their Guidance Programs.* Albany: Univ. of the State of New York. September 1952. 85 pp. A method of evaluating a guidance program.
- RICKEY, R. W.; PHILLIPS, B. N.; and FOX, W. H. *Factors That High School Students Associate with Selection of Teaching as a Vocation.* Bloomington: Indiana Univ. Bookstore. March 1952. 46 pp. \$1.00. An investigation of the basic information concerning the attitudes of students toward teaching in order to proceed understandingly with any attempt to recruit more teacher prospects.
- Secondary-School Manual for Pennsylvania.* (Bulletin 241 Rev.) Harrisburg: Dept. of Public Instruction. 1950. 83 pp. An outline of minimum standards by which secondary schools may be classified and improved. Legal and department regulations. References keyed to 1949 edition of *School Laws of Pennsylvania.*
- Selected References on the State Department of Education.* (Circ. No. 345) Washington 25, D. C.: Office of Education. 1952. 18 pp. Bibliography.
- Services of State Education Associations (1951-52).* Washington 6, D. C.: NEA, 1201 16th St., N. W. 1952. 189 pp. \$1.00. A summary of publication, research, legislative, public relations, field, and other services of each state education association, with a breakdown of expenditures for these services.
- Sixteen Eastern Universities Join to Improve Their Programs for Preparing School Administrators.* (Reprint from *The School Executive*, May 1952.) New York 16: 470 Fourth Ave. A co-operative five-year program in educational administration in the Middle Atlantic Region, financed by the W. K. Kellogg Foundation.
- SMITTER, FAITH. *Needs of Rural Children and Youth in California.* Sacramento: California State Dept. of Education. July 1952. 32 pp. Major problems in the diverse rural life in California with grass roots and leadership approaches to those problems.
- The State Department of Education.* Washington 6, D. C.: National Council of Chief State School Officers, 1201 16th St., N. W. 1952. 55 pp. 35¢. A statement of the legal status, functions, and service areas of state departments of education.
- Statistics of Land-Grant Colleges and Universities.* Washington 25, D. C.: Supt. of Documents. 1952. 54 pp. 20¢. Information concerning staff, students, degrees conferred, income, expenditures, endowment, and plant facilities for 1950-51.
- STONE, WALTER L., and CHARLES G. *Recreation Leadership.* New York: William-Frederick Press. 1952. 81 pp. \$2.00. A manual of the skills of leadership in the use of leisure time. The philosophy, development, and program planning for the training of volunteer and professional recreation leaders.
- Sunshine Magazine.* Litchfield, Illinois: The Magazine. One Year, \$2.00; three years, \$5.00. Miscellaneous articles, sketches, poems, and quotations for light recreational reading.
- Supervised Practice in Counselor Preparation.* Washington 25, D. C.: Supt. of Documents. 1952. 26 pp. 20¢. An outline of eight major topics in answer to the question, "What should be the preparation of counselors?"
- Training Analysis and Development Information Bulletin.* Scott Air Force Base, Illinois: Training Analysis and Development Directorate, Deputy

- Chief of Staff Operations, Hdq. Spring 1952 Quarterly. Human relations and educational leadership articles applicable to public schools.
- TUTERA, FRANK. *Lesson Plan Series No. 2*. Long Island City 1, New York: Long Island City High School, 41st Ave. and 29th St. Free. Resource unit on *Julius Caesar*; the use of the film with *Let the Hurricane Roar*; a guidance lesson on "the genesis of negative attitudes."
- The UN Declaration of Human Rights*. Washington 25, D. C.: Supt. of Documents. 1951. 31 pp. 15¢. A handbook for teachers showing how to study the Declaration of Human Rights.
- U. S. *Government Awards under the Fulbright Act*. Washington 25, D. C.: Conference Board of Associated Research Councils Committee on International Exchange of Persons, 2101 Constitution Ave., N. W. 1952. 43 pp. The announcement of Fulbright awards for the academic year 1953-54 in Europe and the near east and in Japan, Pakistan, and the Union of South Africa. Application forms are supplied upon the request of individual applicants to the Committee, and upon completion, should be returned to the Committee. To be accepted in the current competition they had to be postmarked no later than October 15, 1952.
- WARBURTON, AMBER A. *Guidance in a Rural Community*. Washington 6, D. C.: Alliance for Guidance of Rural Youth, NEA, 1201 16th St., N. W. 1952. 156 pp. \$2.00. The Green Sea School District of South Carolina plans with and for its youth.
- WATSON, MARGUERITE H. *How to Prepare and Use Job Manuals*. New York: William-Frederick Press. 1952. 35 pp. \$1.00. A handbook to help supervisors clearly place responsibility so that workers may do jobs effectively. How to get the job data and to set down the analysis.
- WHEELER, E. G. *Developing the Social Studies Curriculum for Citizenship Education*. Manhattan, Kansas: Institute of Citizenship, State Dept. of Public Instruction. June 1952. 80 pp. A manual for social studies teachers in the high school.
- WRIGHT, ROSE H. *Fun and Festival from Africa*. New York 10: Friendship Press, 156 Fifth Ave. 1952. 46 pp. 50¢. Contains programs and festivals, creative activities and games, proverbs and tales, music, and recipes of Africa.

## News Notes

**PUBLIC INFORMATION PROGRAM FOR MEDICAL SCIENCES**—The National Society for Medical Research, 208 North Wells Street, Chicago 6, Illinois, was set up as an organization of organizations. At present, more than 250 scientific and civic groups are associated in this co-operative public information program—among them the National Foundation for Infantile Paralysis; the American Medical Association; medical, dental, and veterinary schools; and such institutions as the Mayo Foundation and the Rockefeller Institute for Medical Research. The foremost achievement of the NSMR so far has been to bring about virtually a total revolution in medical news reporting. The Society has advocated that scientists assume their responsibility for the accuracy of medical news by co-operating with science writers so that each story may be accurate. Beyond its general concern for long-range education for the public, the Society has concerned itself with removing the specific obstacles to medical science erected by the anti-vivisectionists and related groups.

**OCCUPATIONS BECOMES THE PERSONNEL AND GUIDANCE JOURNAL**—After 30 years of publication, *Occupations*, the Vocational Guidance Journal, appeared this October under a new name—*The Personnel and Guidance Journal*. *Occupations* got its new title when its publishers, The National Vocational Guidance Association, joined forces with several other guidance organizations to form a new organization, The American Personnel and Guidance Association, located at 1424 16th St., N.W., Washington 6, D. C. At that time it was decided to broaden *Occupations* to meet the needs of members of all the guidance associations and make the new journal the official organ of the new APGA. The publication has been increased in size to include articles of a general guidance and personnel nature, rather than confining itself to aspects of vocational guidance. A visual aids column, "You Might Like to See," which appeared in 1951, now reports on films and other visual aids of special interest to the guidance worker. The book review section covers not only volumes of special importance in the personnel and guidance fields, but also new education publications. Subscriptions to the *Personnel and Guidance Journal* are \$6.00 a year. This payment includes benefits of membership in one of the APGA divisions.

**READING CLINIC**—The tenth annual Reading Institute at Temple University has been announced for the week of February 2 to February 6, 1953. The theme is "Curriculum Approach to Reading Instruction." The purpose is to point up the needs for an integrated program of reading in every phase of the pupil's school curriculum. Discussions and demonstrations dealing with reading in the content areas will be organized. Supervised half-day sessions, differentiated for elementary, secondary, and college teachers, will provide direct experience with learners. Procedures and techniques demonstrated by the Institute Staff include individual and group reading inventories, directed reading and reading readiness activities, and corrective and remedial techniques. Reading programs in public schools and colleges are presented



by delegates and evaluated by a selected staff during three half-day sessions. Delegates who desire to have their school programs evaluated by the committee should write immediately for information on the preparation of their reports. Special conference hours with members of the institute staff are scheduled in the official program. Advance registration is required. For a copy of the program and other information regarding the Institute, write to Emmett A. Betts, Director, The Reading Clinic, Temple University, Broad and Montgomery Avenues, Philadelphia 22, Penna.

**MESSAGE TO FARM WORKERS**—A flyer entitled "Message to Farm Workers," published by the U. S. Department of Labor, Washington 25, D. C., is addressed to agricultural laborers who have children of school age. It stresses the importance of education for all children. It urges these parents to send their children to school and explains the Federal law which prohibits farmers from hiring children under 16 years of age during school hours. The flyer tells why Department of Labor representatives may talk with these workers and their children who are in the fields, and why their employers—all over the country—must not hire children under 16 during school hours. This "Message to Farm Workers" is being issued in Spanish as well as in English since many migratory agricultural workers are of Spanish origin and most of these are still more at home with Spanish than with English.

The message was developed because the need for it was expressed by many different groups. Many migratory agricultural workers with children have shown they are confused about the scope and purpose of the law. Some have shown fear. Often, after investigators appear in certain sections, migratory families pick up and move on. The leaflet is designed to reassure these families as to the purpose of the law, to inform them it is in effect throughout the country for employment in any crop in interstate commerce, and to enlist their understanding and support in helping to keep their employers from violating the law.

Another release, "Help Get Children Into School and Out of Farm Jobs During School Hours," was developed in order to invite state and community participation to obtain compliance with the child labor provisions of the Fair Labor Standards Act in regard to agricultural employment. Several articles on efforts made by various communities are also available from the Bureau of Labor Standards, Washington 25, D. C., upon request.

**INFORMATION FOR COLLEGE GRADUATES**.—The current over-all job outlook for college graduates and their prospects in the following fields are the subjects of recent statements sent to college newspapers with a letter from the U. S. Secretary of Labor: accounting, engineering, the Federal civil service, health professions, home economics, law, the natural sciences, social work, and teaching. Copies of these statements are available upon request to the Occupational Outlook Service, Bureau of Labor Statistics, U. S. Department of Labor, Washington 25, D. C., as long as the remaining supply lasts.—*Occupational Outlook Summary*.

**COMMUNITY PROGRAMS FOR HELPING HIGH-SCHOOL DROPOUTS**.—Many teenagers are now eagerly exchanging their school books for a time card and a pay envelope which to them represent financial independence and the coveted status of an adult. But finding and keeping suitable work will be

much more difficult for them than obtaining their first full-time job. Teenaged dropouts are being aided in their transition from school to work by various types of services. Detroit has a community-wide job up-grading program. Milwaukee renders services through the continuation division of its vocational school. St. Louis uses the vocational counseling services of a community agency. Civic-minded women in Richmond were instrumental in raising Virginia's child labor standards and providing a good foundation on which to establish services for teenagers. In Philadelphia, the employment certification staff co-operates with the school and the community. In Youngstown, Ohio, a junior placement service is provided co-operatively by the vocational guidance program of the schools and the local facilities of the Ohio State Employment Service. In Roanoke, the Adult Education Program director acts as the counselor of out-of-school youth, utilizing facilities of the public schools, a guidance clinic, and the State Employment Service. For more information on seven community programs, see *After Teenagers Quit School*, Bull. No. 150, U. S. Department of Labor, Bureau of Labor Standards. (Available from the Government Printing Office, Washington, D. C., for 25 cents.)

**TODAY'S SECRETARY.**—The Gregg Publishing Co., Business Education Division, McGraw-Hill Book Co., Inc., 330 West 42nd Street, New York 36, N. Y., calls attention to the change of rates on *Today's Secretary*. Effective July 1, 1952, the subscription rates to schools are \$1.75 for one year and \$3 for two years. Single issues sell for 30¢ each. This magazine published for secretaries, office personnel, and pupils training for business careers, is published nine times monthly from September to May.

**FIELD REPORTER REPLACES STATE DEPARTMENT RECORD.**—The *Field Reporter*, which replaces the Department of State *Record*, published since 1945, will be issued six times a year. Broader in scope than the old magazine, *Field Reporter* will cover all the varied programs conducted by the United States in other countries. Its primary objective is to acquaint readers with the problems and achievements of these programs. *Field Reporter* has a completely new format and is generously illustrated with photographs, maps, charts, and drawings. It is available from the Supt. of Documents, Washington 25, D. C.—single copy, 30¢; subscription, \$1.50 a year.

**DECREASE IN PER-PUPIL EXPENDITURE.**—American cities spent six dollars less per school child last year than for either of the two preceding years in terms of uniform purchasing power. This reduction occurred in the face of a rise of the nation's income after taxes of \$55 per person. The decrease in real current expenditure was shown in a study by the U. S. Office of Education of the Federal Security Agency, covering public school systems in 259 cities ranging upwards in population from 2,500 and representing every area of the nation geographically. Current expenditure as defined in the study includes all school-year expenditures for full-time public schools except for capital outlay and interest. The full report of this study is published as Circular No. 337. It continues the series of annual reports on similar studies which the Office of Education has produced since 1918.

**EDUCATIONAL DEVELOPMENTS IN THE UNITED STATES, 1951-52.**—During 1951-52 the total number of local school administrative units in the 48 States dropped from approximately 78,000 to 72,000. Ten years ago there

were 115,000. Revenues for schools continue to increase in this inflationary period but the gains are no more than evidence of the effort to keep up with rising prices; in terms of purchasing power the schools have about held their ground but are using a smaller proportion of the national income. Average salaries paid to members of the instructional staffs have increased to approximately \$3,290 (1951-52) and the average current expenditure per pupil in daily attendance is about \$215. Funds for public elementary and secondary education are derived chiefly from the general county and local property tax, which provided about 57 per cent of the \$5½ billion expended in 1949-50. State appropriations constituted 40 per cent, and the remaining 3 per cent came from Federal sources.

Federal funds are provided for special purposes such as (a) support of the land-grant colleges, (b) vocational education and rehabilitation, (c) school lunch services, (d) education of war veterans, and (e) assistance to Federally affected school districts. The latter aid at present is allocated to approximately 1700 of the school districts of the nation, largely in areas where there have been substantial enrolment increases due to Federal activities. They receive aid for current operating expenses and about 350 have also received Federal financial assistance for the construction of new school buildings.

Of the approximately \$1.8 billion available annually for educational and general purposes of higher education—slightly more than half of which amount is for public institutions—the Federal government provided in 1949-50 (including tuition for veterans) approximately 29 per cent, State governments 27 per cent, local governments 3 per cent, students 22 per cent, and other sources 19 per cent. Institutions for higher education received in 1949-50 also \$529 million from all sources for plant expansion, and \$67 million from private gifts and grants for endowment and other non-expendable funds. A nation-wide survey of school facilities by the Office of Education is now in progress. Preliminary returns from this study indicate that there is a current need for more than 300,000 additional classrooms; with adequate supplementary areas and facilities, these would cost in excess of \$8 billion and the need will probably double by 1960. About \$1.2 billion was invested in public elementary- and secondary-school facilities during the school year 1951-52.

School construction is financed, for the most part, from local property taxes, but there is an increasing trend towards state assistance. Congress has considered Federal financial assistance to the states and localities for school construction but has not yet authorized such aid, except that during the fiscal year 1951-52 the Federal government appropriated \$50 million, in addition to \$96.5 million the previous year, for school construction in Federally affected areas.

School plants are taking on the "new look." They are often the one-story type, located on spacious sites away from congested areas, planned to house the total educational program. Space for auxiliary and administrative services is sometimes as much as 50 per cent of the total floor area. Educational leaders generally are agreed that television holds a vast potential for implementing teaching and for bringing a rich variety of new content-materials into the classroom. A decision of the Federal Communications Commission, in April 1952, reserved for at least one year 242 out of a total of 2,053 television operating frequencies for assignment to educational institu-

tions for non-commercial television stations. The Federal Communications Commission not only granted 11½ per cent of the total television-broadcast frequency assignments to education, but, in justifying this action, expressed a clear-cut recognition of the importance of broadcasting by educational institutions, and committed itself to continuing support of educational broadcasting.

School lunch programs which are supported in part from Federal funds reached 9,400,000 pupils in the school year 1951-52, as compared with 6,016,000 in 1947, and 3,762,000 in 1944. A majority of the new school construction projects provides school lunch facilities. It is estimated that expenditures for school lunches, including Federal, state, and local funds, as well as payments by pupils, amount to 8.3 per cent of the total expenditure for the educational program.

More than 66 per cent of all public high schools schedule pupil activities as an integral part of the school day by means of the activity period; approximately 75 per cent of these schools have some form of student council through which the pupils participate in school government.

The extension of school programs represents a new trend in education. Greater flexibility in planning for children has resulted in such new developments as after-school programs, an open schoolhouse on Saturdays, or a four-to-eight-week session providing recreational activities during the summer months with day camps or camping sites owned and operated by the schools. Several states have established state-financed programs to stimulate these activities.

The Report of the President's Commission on Migratory Labor, 1951, has brought renewed awareness of the need for providing greater educational facilities for the children of migrant workers in American agriculture. The problems are inter-state in nature and are frequently permitted to go unsolved because the children are thought of as belonging to another state. In June 1951, the Office of Education convened a conference which considered the problem of providing better educational opportunities for migrant children, and in 1952 sponsored four regional conferences involving state personnel responsible for school, health, and other services to migrants to aid the states in planning improved educational programs for these children.

Approximately 1,500 teachers and leaders and at least 31,000 students from various countries have entered the United States for educational purposes. Approximately 5,000 teachers and leaders and 8,000 students have gone from the United States to engage in educational pursuits abroad.—Summary Report of the Office of Education to the Fifteenth International Conference on Public Education, Geneva, Switzerland, July 7-16, 1952.

**FOLK HIGH SCHOOLS MEET MODERN NEED.**—Compulsory schooling in Sweden and Denmark ends at age 14. Many pupils go on through the Real School and the Gymnasium to the university. A greater number, however, leave school to go to work. Many of these later attend the Folk High Schools. These schools aim to promote democratic fellowship and social education. They are entirely voluntary and nonvocational. Since the Scandinavian countries are largely agricultural, most of the students come from rural districts, although there is an increasing attendance of students from urban areas. The minimum age for admission is eighteen. This means the students have worked four years or more, have given up their jobs, and have paid

tuition and board for a purely cultural education. The school runs from October through March.

While the subject matter taught in the Folk High Schools varies somewhat, one is sure to find included the language and literature of the country, economics, sociology, geography, and the social *mores*. Most of the schools teach English. Interesting, too, is the fact that there are no prerequisites or examinations for admission to the Folk High Schools, nor are there any final examinations. This is in keeping with voluntary attendance and in harmony with the accepted philosophy of adult education. One gets the impression that, even though the teachers may not be aware of it, they are putting into practice the fundamental concepts of group dynamics, and in a healthy fashion.

The Folk High Schools are private schools owned by headmasters or by corporate bodies interested in the folk high-school movement, such as the Workers Education Association, co-operative societies, various church groups, and others. The national government is quite generous in its grants to the Folk High Schools. Toward general maintenance, the state pays 2¼ per cent of the assessed valuation of the school property. There is an annual library allowance, also. Toward teachers' salaries, the state pays in Denmark 50 per cent and in Sweden 90 per cent of a fixed teachers'—salary schedule.

The school day begins with breakfast at 8 A.M., the teachers eating with the students. Classes continue throughout the day until 5 or 5:30 P.M. On Saturdays, classes stop at 1 P.M. The Folk High Schools have not only become a part of the culture of the Scandinavian countries, they have also played a major role in shaping the culture. It is obvious that they have met a felt need, that they have satisfied that need in large measure, that the content, methods, and techniques employed have contributed to the success of the schools, and that the attitudes developed have been satisfying to the students.—Albert A. Owen, Division of School Extension, Philadelphia Public Schools.

**PLAN FOR DENTAL SERVICES.**—A plan for providing dental services to those school children unable to pay for those services has been devised by cooperation of State Board of Health and the State Department of Public Instruction of North Carolina. The plan originated because of shortage of dentists on the staff of the Division of Oral Hygiene, State Board of Health, which formerly provided dental services to the under-privileged. The plan enlists the co-operation of local dentists who are to be paid from funds in local health department budgets allotted to mouth health programs and funds allocated to local school administrative units by the state board of education for school health purposes. It has the endorsement and approval of the Executive Committee of the North Carolina Dental Society. The plan includes the following:

1. That every dentist practicing in the county will be given the opportunity to participate.
2. That those dentists participating will be asked to set aside not more than two mornings or afternoons of three hours each during any one week for this program.
3. That this service is to be confined to underprivileged children.
4. That a nurse, or other representative of the local health department or

schools, will transport the underprivileged children to the office of the dentist.

5. That the work is to consist of extractions, simple fillings, prophylaxes, silver nitrate treatments, and the topical application of sodium fluoride, extractions having priority.
6. That the dentists will furnish their own instruments and materials and are to be remunerated at the rate of \$7.50 per hour or \$22.50 for the morning or afternoon of three hours. In cases of broken appointments, on days that have been agreed upon for the service, the dentist is to be paid as though appointments had been kept.
7. That the dentist is to record, on blanks provided for the purpose, corrections made for each child. These are to be summarized as to number of hours worked, number of children worked for, and the kinds and numbers of treatments. Two copies of each individual report and two copies of the summary report are to be given by the participating dentist to the local health department, one copy of each report to be given to local superintendent of schools by health officer when school health funds are being used to pay dental bills.
8. That when the school dentist supplied by the state board of health is unavailable, funds appropriated in the regular health department budget for dental health services may be expended as outlined above.

Before entering into this proposed plan it is understood that the county health officer will first ascertain from the Division of Oral Hygiene how much dental service the division will be able to furnish his county during that year.—*North Carolina Public School Bulletin*, April 1952, Vol. 16, No. 8.

ADVICE ON HOW TO WRITE.—Elias Lieberman, an associate superintendent in New York City, offers schoolmen advice on how to write. He is himself a poet and lecturer on literature. His chief complaint against schoolmen's prose is that trying to find the central thought in some pedagogical literature is like "looking for a sailboat in the Atlantic Ocean." "Some educators," Dr. Lieberman recently wrote in the *New York Supervisor*, "apparently continue writing a sentence until the fountain pen they use runs out of ink. They then reluctantly scratch a period. Good writing in any field depends upon the author's grasp of his subject and his skill in communicating ideas." Dr. Lieberman continued. "What the author has in mind and the objective he hopes to accomplish must be made clear for the reader. Clearness, therefore, is a matter of greatest importance. Without this quality, the most learned treatise will fail in its mission of conveying a thought." Dr. Lieberman listed the following as rules of thumb:

1. Avoid outlining of material unless such outline is definitely called for. An outline is not an article, it is a bit of scaffolding which needs to be draped.
2. Avoid crowding your sentences with too many subordinate clauses and phrases. When you become suspicious of a sentence because of its language, rewrite it or break it up.
3. Lastly, have the courage to be simple. Cut your article short when you are unnecessarily repeating yourself.—*North Carolina Public School Bulletin*. May 1952.



**HIGH-SCHOOL PRINCIPALS EARN AVERAGE SALARY OF \$4,351 IN VIRGINIA.**—Accredited high-school principals in Virginia during the school year 1951-52 made an average salary of \$4,351 and elementary principals \$3,641, it was revealed in data collected by the Virginia Education Association. The survey was made of 417 of 431 accredited high schools (including white and Negro) and of 368 of the 436 elementary schools (white only). Incomplete reports, plus the fact that in some instances superintendents serve as principals accounts for the difference.

In the cities, the elementary principals make an average salary of \$4,372 against a county figure of \$3,318. High-school principals in the cities average \$5,771 and in the counties \$4,161. Of the 431 principals of accredited high schools, 293 (68%) are employed on a 12-month basis. Of the 436 principals of elementary schools, 53 (12%) are employed on a 12-month basis. The highest percentage of principals of accredited high schools have 20 to 24 years of experience, and the highest percentage of principals of elementary schools have 25 or more years of experience.

An analysis of the training of the 417 accredited high-school principals reveals that 152 (36%) have Bachelor's degrees, and 265 (63%) have Master's degrees. Of the 368 elementary principals, 21 (6%) have two years of college or less, 55 (15%) three years of college, 169 (45%) the Bachelor's degree, and 122 (33%) the Master's degree.

Of the 368 elementary principals, 78 (21%) have no periods for supervision, 24 (7%) one period, 34 (9%) two periods, 53 (14%) three periods, and 37 (10%) four or more periods. Two hundred and one (54%) of the 368 elementary principals have secretaries, 163 of which are full time and 38 part time.—*VEA News*. May 1952.

**FUNCTIONAL TEACHER EDUCATION.**—If Oregon City is typical, cities of 10 to 25 thousand combining industrial and agricultural population, tend to develop thrift habits in children. A graduate workshop in education, directed during summer session by Dr. Harold Saxe Tuttle at Lewis and Clark college, Portland, Oregon, surveyed selected social factors affecting the education of children in this historic city. Consultant for the six-week study was Dr. Eduard C. Lindeman, former professor of social philosophy at Columbia University. Interviews with 86 per cent of 212 ninth-grade pupils showed that 99 per cent of these boys and girls earn money for their own clothes and for savings accounts. Two thirds of the youngsters, the interviews revealed, wish to enter vocations which require education beyond high school. Interviews with their parents showed only 22 per cent disagreement in vocational preference. Recreational interests of the same children and their parents, the survey indicated, are largely those so well provided for by Oregon's great outdoor playland. Although opportunities for music, drama, and folk dancing appear to be inadequate, less than 20 per cent of the population utilizes the city's outdoor recreational facilities.

The workshop, which Dr. Lindeman described as an "exciting experiment in functional teacher education," is based on the principle of interest on the part of the learner, democratic group decisions, and realism of tasks undertaken. To avoid extrinsic motivation, formal assignments and examinations, term papers and grades were replaced by actual school-community projects, public forums, and written reports to the school board. The study was con-



ducted for the second year in Oregon City at the invitation of the local school administration and Chamber of Commerce after an earlier two-year study in nearby Oswego.

**MODERN LIVING.**—The Pennsylvania Department of Public Instruction, Harrisburg, has issued a statement of the goals of the homemaking education program. Family life education is envisioned as beginning at the elementary level with simple practice such as care of clothing; as reaching out-of-school youth with information about such things as money management; and as encompassing adult groups with a study of such things as consumer problems and child behavior. A major emphasis is placed on modernization of departmental facilities for the presentation of a well-rounded homemaking program including laundering, *etc.*

The development of public relations by having the school, the home, and the community become acquainted with the offerings and objectives of homemaking education through a co-operatively planned program of activity is deemed of utmost importance. Activities which promote co-operative endeavor among producers, distributors, and consumer groups for community and home betterment within the Commonwealth are encouraged.

**PLANNING FOR AMERICAN YOUTH OUTSTANDING.**—Miss Julia L. Certain, Head of the Education Department of the Enoch Pratt Free Library, 400 Cathedral Street, Baltimore, Maryland, wrote the National Association of Secondary-School Principals: "It gives me pleasure to inform you that your publications are among those chosen as 'outstanding' among the 1951 books on education. As you know, this selection has been made annually for more than 25 years. Some 200 leading educators co-operate with the Education Department of the Pratt Library in evaluating this year's publications; and inclusion in this list has long been regarded as a considerable distinction. Please accept our congratulations on the success of your books."

**6000 HIGH SCHOOLS OFFER DRIVER EDUCATION.**—A recent report of the American Automobile Association, Pennsylvania Avenue at 17th Street, Washington 6, D. C., entitled "Status of Driver Education in the United States," indicates that there are now about 6,000 high schools which are giving complete courses in driver education, including behind-the-wheel training. Many states are now taking an active interest in promoting driver education, and many colleges, are now offering courses in driver education methods for high-school teachers. Single copies of this report will be sent to interested individuals, without charge. The AAA also announces the Auto Trainer, one of the most complete synthetic driver training devices developed at the present time. It permits the student to practice many of the manipulations involved in driving, such as shifting gears, steering, moving forward and backward, and parking parallel.

**SLIDEFILMS ON GRAIN MARKETING.**—In co-operation with the Chicago Board of Trade, the University of Illinois has now completed the second section of a black-and-white slidefilm series which greatly simplifies the explanation of marketing of grain through a grain exchange. This new section, which deals with the "futures" phase of the marketing operation, is a fitting complement to the section released late last year and which dealt with the cash grain market. This completed sequence of 96 slides has been produced

to meet a concerted call for visual-aid material not only by vocational agricultural teachers but also by professors and instructors in marketing and agricultural economics in colleges. It is serving a most valuable purpose among county agents, farm advisers, extension workers, 4-H clubs, and FFA groups. Either single or double frame prints may be secured through Professor M. Henderson, Vocation Agricultural Services, University of Illinois, Urbana, Illinois.

**TO GO OR NOT TO GO TO COLLEGE?**—Out of every 100 graduates, 98 say they would return to college if they had it to do over again; 84 would go back to their alma mater; and 35 would take more specialized training. One reason for this overwhelming endorsement of college: College graduates earn more money than non-graduates. In 1947, when the survey was made, the median income for men graduates was \$4,689. That year, the average American man made less than half as much—about \$2,200. The working woman graduate's median income was \$2,689, more than two and a half times the income of all U. S. working women. Though wide variations exist in the earnings and job status of graduates, 70 per cent feel that college has helped them "a lot" in their present occupations, 28 per cent say it has helped "some," and only two per cent say "not at all."—*Guidance Newsletter*.

**BORROWED POWER.**—"Borrowed Power," an educational film directed to teenage drivers, emphasizes the building of sound driver attitudes. It is intended for use in high-school driver education courses, high-school assemblies, general safety courses, and for showing before adult groups, such as Parent-Teacher Associations, women's clubs, service clubs, and other civic groups. It is a 16mm sound, color production made for the AAA Foundation for Traffic Safety by the Motion Picture and Recording Studio of The Pennsylvania State College. Running time is 19 minutes. For particulars, write to the American Automobile Association, Washington 6, D. C.

**GROWING SHORTAGE OF ELEMENTARY-SCHOOL TEACHERS.**—In its fifth annual report on teacher supply and demand in the United States, the National Education Association reported that all institutions of higher education throughout the nation in 1952 will graduate 32,443 new elementary-school candidates to meet an immediate demand for at least 160,000 qualified elementary-school teachers. Underlying the growing shortage in the elementary field, the commission reports, is a 50 per cent expansion in school enrollments.

The scope of the problem was described by Dr. Ray C. Maul, research associate for the National Commission on Teacher Education and Professional Standards: "The American public faces a new task in providing free elementary- and high-school education to all children. For a quarter century this task remained the same size, as regards the number of children involved. Now, in just a few years, it is expanding fully 50 per cent.

"In 1947 a total of  $1\frac{1}{2}$  million more children were born than in 1940. Each year since 1947 the total births have been fully 50 per cent over 1940. The 1951 births made a new all-time high, being 58 per cent over 1940. In an 11-year period (1940-1951) the total number of children under 12 years of age has increased almost 10,000,000. Where the total elementary-school population in 1946 was 20 million, it will be 30 million in 1958."

FROM WHERE WILL FUTURE TEACHERS COME?—Qualified teachers will not be available to meet future needs unless all interested persons join in the most aggressive efforts. The 1952 National Teacher Supply and Demand Report (NEA, \$1) suggests the following sources: (1) The present corps of competent, adequately prepared teachers; (2) Former competent teachers with adequate preparation; (3) The present corps of strong, but not yet adequately prepared teachers; (4) The excess of trained teachers who do not find employment in their major fields; (5) Former teachers with inadequate preparation; (6) College graduates without professional preparation for teaching; (7) Returning veterans; (8) College students now preparing to enter teaching; (9) College students not now contemplating teaching; (10) High-school graduates of recent years; and (11) Current high-school students.—*NEA News*, Washington 6, D. C.

FILM COUNCIL OF AMERICA MOVES TO NEW LOCATION.—As another step in its plan for expansion, the Film Council of America has moved its offices to 600 Davis Street, Evanston, Illinois. Adequate space is now available to begin the proposed experimental film-discussion program. This enlarged publications program will include the preparation and distribution of discussion leader guides, booklets, pamphlets, and other helpful material related to A-V, the preview center project, designed to bring about better utilization of the film materials now available, through simplifying the methods of distribution, and bringing films closer to a greater segment of every community. Adequate facilities are now available for screening films and holding special film meetings at the Film Council headquarters.

CREDIT GIVEN FOR PARTICIPATION IN ACTIVITIES.—One way of making pupil activities an integral part of the total school program is to give credit toward graduation for participation in these activities, as is done with English, mathematics, and other course work. Such a policy tends to give the same prestige to these activities as to other aspects of the curriculum. Central High School, Aberdeen, South Dakota, has had such a plan for many years, pupils there being required to earn seventeen units for graduation. Sixteen units are earned through regular course work, while the seventeenth unit is for participation in extraclass activities. A point system has been formulated to compute credit toward the seventeenth unit, giving points for holding certain pupil offices and for participating in activities according to the amount of time which such participation requires. For instance, the editor-in-chief of the school paper would earn more points than one of the reporters. Pupils have three years to earn the seventeenth unit.

At Oakland High School, Oakland, California, pupils are required to earn twenty-four units, instead of the usual sixteen, for graduation. They receive credit for any activity that is carried on during the school day, which is six periods long. This includes study hall as well as extraclass activities. Thus, over a period of four years, the pupil may earn twenty-four units, six for each year.

It is perhaps unwise to attach too much importance to the giving of credit for participation in extraclass activities. Such a practice does not necessarily lead to better integration of pupil activities with the rest of the instructional program. School faculties should, therefore, explore other means for making these activities in every sense a part of the educational

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program of the school.—*Principles and Practices of Secondary Education* by Anderson, Grim, and Gruhn.

FILM ON CARIBBEAN ISLANDS.—The following 16mm sound film is now available from Encyclopaedia-Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois:

*Caribbean*. Black and White—3 reels—25 minutes—rental \$3.75. This film gives a closer view of these colorful lands where ancient traditions blend with modern customs; where problems of housing, education, and health must be solved if greater progress is to be achieved. This picture of life in the West Indies is brilliantly interwoven with an extraordinary and exciting musical background of ritual drumming, ancient folk songs, traditional dance rhythms, and the typical ballad-form called the Calypso.

FILMS ABOUT OTHER LANDS.—This film is now available on 16mm sound, *The People's Land* (technicolor). In 1895, without Government assistance, a number of private enthusiasts formed the National Trust, dedicated to the preservation of England's natural beauty and noble surroundings. Today over fifty thousand acres of magnificent English countryside are held in the public trust forever. These include many famous estates and mansions, all preserved for the people's use and enjoyment. *People's Land* shows the work of the Trust and many of the beautiful spots preserved through its work. This film is an ideal picturization of the British eye for beauty and sense of responsibility to that beauty. One reel—11 minutes—sale \$90.00—rental \$2.50. Available from: British Information Services, 30 Rockefeller Plaza, New York 20, New York. Another 16mm sound film now available is *Challenge in Nigeria*. Also inquire for the 1952-1953 catalog, *Film Strips from Britain*. Titles include varied subjects such as *The Shakespeare Country*, *Introducing the Caribbean Colonies*, *Hong Kong*, *Southern Rhodesia*. Available from same source are picture sets and maps.

TRAVEL FOR PROFESSIONAL IMPROVEMENT.—Kansas school teachers participating in the third annual "Kabie Tour" departed from Wichita on June 16 on their 2,100-mile trip around the state. They returned to Wichita on June 28. Described as "the unique experience in education," the Kansas-Agriculture-Business-Industry-Education Tour is designed specifically for teachers. Travel is by chartered bus and visits are made to approximately 40 cities in Kansas. Teachers who desire to include the tour as a part of their regular summer professional improvement program are eligible to enroll in a special college course which carries three hours of credit. The course, entitled "Geography of Kansas," is offered by Kansas State Teachers College, Emporia; Fort Hays Kansas State College, Hays; and Kansas State Teachers College, Pittsburg. John B. Heffelfinger, author of a widely-used Kansas geography text and for many years superintendent of the Newton schools, served as instructor for the course.

Both credit and non-credit teachers could take the trip, but total participation was limited to 70 persons. The tour was sponsored by the State Chamber of Commerce in conjunction with the Kansas State Teachers Association and the three colleges. The "Kabie Tour," which has drawn national attention from education and business leaders, was inaugurated in 1950. Thirty-six teachers, representing all sections of the state, participated in the initial tour. Sixty teachers took part in the 1951 tour. The "Kabie Tour-ists"

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have organized into an "alumni association" and have held two reunions since their tours.

**TELEVISION EDUCATION.**—More than 100 Iowa school people met June 9 at the WOI-TV studios on the Iowa State College campus to explore further the utilization of television as a medium of enriching the school curriculum. The conference was sponsored by WOI-TV in co-operation with the Iowa Department of Public Instruction. Miss Martha Gable, Director of Radio and TV Education in the Philadelphia Public Schools, Dr. Franklin Dunham, Chief of Radio and Television, United States Department of Education, and Richard B. Hull, Radio-TV Director of Iowa State College, were the featured speakers. Miss Gable also produced a demonstration telecast similar to those used in the Philadelphia school system. A panel discussion pin-pointing school television possibilities in Iowa ended the day-long session.

**NEW YORK SCHOOLS PLAN TO CURB DELINQUENCY.**—The Association of Assistant Superintendents of the New York City Public Schools, in a seventy-page report to the Board of Education, has recommended a program to combat and prevent juvenile delinquency. Portions of this report appeared in a recent issue of the *New York Times*. The report stated that among other factors essential to any effort to eradicate juvenile delinquency are a school curriculum designed to meet pupil's level of development, ability, and interest, and the strengthening of guidance and remedial services. Guidance work done with dropouts at the time they leave school is ineffective, the report said, but programs undertaken a year prior to the time a pupil legally may leave school have been found more successful. Even after pupils drop out, the report added, schools should "follow up" boys and girls until they are eighteen.—*Boston Guidance News*.

**GEOGRAPHY BEHIND THE NEWS.**—*Focus*, published monthly (except July and August), presents in popular form the background facts and geographical interpretations of current world problems and problem areas. Subscriptions are \$1.00. Each new subscriber receives as a bonus a four-color map of the world. It shows the latest political boundaries recognized by the United States as of November 1, 1950. Approximately five feet long and three feet high (equatorial scale 1:30,000,000), it was compiled and drawn expressly for the Department of State by the American Geographical Society. Besides political boundaries, the map shows general topography, chief rivers, continental shelves, capitals of nations, and principal cities. From time to time other large, four-color maps will be issued as supplements to *Focus* subscribers. Address: American Geographical Society, Broadway at 156th Street, New York 36, New York.

**REPORT OF CONFERENCE ON THE TEACHING OF A FOREIGN LANGUAGE.**—More American children should be given an opportunity as early as the third or fourth grade to start learning a foreign language, it was agreed at a conference of school people who met at the Federal Security Building. The conference was called by Earl J. McGrath, U. S. Commissioner of Education, in response to wide-spread evidence reaching the Office of Education that teachers are becoming increasingly concerned over the need to teach foreign languages more effectively in American schools, and to start that teaching at an earlier level.



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"The increased awareness of this problem," Commissioner McGrath said, "is bound up with recognition of America's increasingly responsible role in international affairs, and that the American child who starts learning to speak another language will grow to understand more about the people of other countries. It is very important," he emphasized, "that we stimulate growth of this kind of understanding by the children who will become tomorrow's leaders. The problem of teaching modern language more effectively," he added, "has been pointed up by one specific need that is already acute and that will continue. There is a positive foreign service need," he said, "for American men and women who can speak at least one foreign language fluently."

Informal discussion at the conference followed brief reports on modern language teaching already being done in elementary public schools of several large cities, including Cleveland, New York City, Seattle, and the District of Columbia. Educational representatives from those cities spoke of methods that have proved successful in modern language classes and that have aroused enthusiastic response from children and parents.

NEWS FROM UNESCO.—UNESCO's program for 1953-54 will be charted by the Seventh General Conference of UNESCO when it meets in Paris November 12 through December 10. The General Conference is the governing body of UNESCO. Each one of UNESCO's 65 member nations has an equal vote in the Conference. One of the new proposals to come before the Conference is a program of "Education for World Community," originally suggested by Director General Jaime Torres Bodet last fall. The National Commission is recommending that this program be made one of UNESCO's major areas of concentration. The objective of the proposal, as described by the Commission's Program Committee, is "strengthening the World Community by developing among the peoples of the world a conscious awareness of national and cultural interdependence." Other major agenda items include Fundamental Education, Technical Assistance, and recommendations with regard to obstacles to the Free Flow of Information.

"Opposition to teaching about UNESCO is frequently based on the false assumption that support of such an international co-operative body would necessarily transcend the obligation of loyalty to the United States," declares the Defense Commission of the National Education Association in a statement released at the 90th annual NEA summer convention in Detroit in July. The statement warned against allowing "special interest groups to control the minds of American youth by preventing them from gaining knowledge of important movements in the world and even of official acts of the government of the United States."

Selected films and publications on the United Nations are listed in a new brochure produced by Enoch Pratt Free Library, Baltimore, Maryland. Among the categories cited are "Specialized Agencies," "World Problems," "Communications," "World Trade," "Human Rights," and "Family Life." The library makes the films available to Baltimore and nonresident groups for a nominal service charge. Copies of the brochure may be obtained from the library for 10 cents, and the price is reduced for orders of 25 copies or more.

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In Boone County, Indiana, which is above average economically and where farmers raise most of the food they need, a survey made in 1946 of 3,000 pupils from first grade through high school showed that 20 per cent of the children ate no breakfast, the *Journal of the American Medical Association* for June 5, 1948, reported.

In the state of West Virginia, a survey of school children in three typical counties showed that only one child in ten had eaten an adequate breakfast.

**ANTI-FLUORINE LITERATURE.**—A mimeographed compilation of quotations and arguments against the addition of fluorine to water for dental protection is issued by Alfred J. Bachand, 8108 Greenwood Avenue, Takoma Park 12, D. C.

**COLONIAL WILLIAMSBURG FILM.**—*Eighteenth-Century Life in Williamsburg, Virginia*, is a 16-mm. Kodachrome sound film running 44 minutes in length. It is available from Colonial Williamsburg on either a rental or purchase basis. The complete film may be rented at \$5.00 for one day's use, plus postage both ways. Reduced rates are given if the film is booked for extended periods: \$2.50 for the second day, \$1.25 for each additional day. It may be purchased in its entirety for \$260, or by units at the prices indicated: Unit 1, "Home Life." (22 minutes, Sale price, \$130). This unit is concerned with the morning activities in the home, with particular attention to the kitchen. Unit 2, "Eighteenth-Century Cabinetmaking." (11 minutes, Sale price: \$65). Deals with the shop, the Governor's Palace, and the inspection of the desk. Unit 3, "Community Life." (11 minutes, Sale price: \$65.) Offers glimpses of various community activities and the evening at home.

**OUTSTANDING EDUCATIONAL BOOKS OF 1951.**—Of the 570 books, pamphlets, monographs, and reports in education published in 1951, 54 or about 9.6 per cent were judged to be outstanding by a group of about 200 educators. The selection was made under the direction of the Education Department at the Enoch Pratt Free Library in Baltimore. The list of these Outstanding educational books of 1951, giving all information necessary for purchasing and containing brief descriptions of the books, is available

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**CUBAN CONFERENCE ON EDUCATIONAL TELEVISION.**—A Latin American conference on educational television was held recently at the University of Havana, in Cuba. Owners of television stations, educators, and advertisers met in the University auditorium to discuss their common problems. Educators present emphasized the importance of television as a modern educational medium, and also the need for creating among children a response to cultural programs. The participants unanimously agreed to co-operate in trying out some future educational broadcasts.

**BROADCASTING ACTIVITIES OF INDIA'S MINISTRY OF INFORMATION.**—Broadcasts from All-India Radio are now being made in thirty different languages, according to a report just published in India on the Ministry of Information and Broadcasting's current activities. Programs in seventeen languages are sent out on the Home Service, while broadcasts to other countries are in thirteen languages.

**GROUP LEADERSHIP TRAINING PROGRAM.**—To provide community agencies, public and private educational institutions and agencies, industrial and other organizations with consultation and educational services for more effective group procedures, Teachers College, Columbia University, has established the Center for Improving Group Procedures. Another function of the Center is to contribute, through experimentation and research, understanding and skill to the science and art of group procedures. Among the services available are: group leadership training programs, conference planning for group participation, staff relations clinics, personnel appraisal services, evaluation of supervisory practices, development of materials, and training and research programs designed to meet specific personnel needs.

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**MORAL AND SPIRITUAL VALUES.**—A leaflet addressed to local associations for group planning to increase the effectiveness of moral and spiritual education has been prepared as *Local Association Activities Leaflet Number 15* by the NEA, 1201 16th St., N. W., Washington 6, D. C. Discussion questions, techniques to encourage participation, rating scales, pointers for planning, and program resources are suggested.

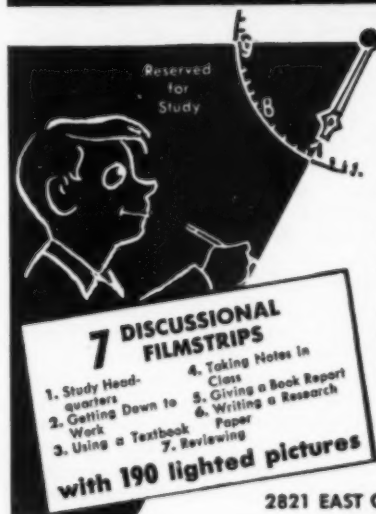
**FUNDS FOR SCHOOL CONSTRUCTION IN DEFENSE AREAS.**—"Federal Funds reserved for school construction in 'federally affected' defense areas since July 15, 1952 now total 110 million dollars," Earl J. McGrath, U. S. Commissioner of Education of the Federal Security Agency, reported on August 26. Under provisions of Public Law 815, Congress appropriated a total of 195 million dollars to help pay the cost of school facilities in communities adjacent to defense plants and military areas.

**WEIGHT REDUCTION THROUGH DIET.**—A new 16 mm. Kodachrome film, *Weight Reduction Through Diet*, has been recently completed by the National Dairy Council. The film documents part of a weight reduction study which has been in progress for several years at Michigan State College. The film shows that intelligent dieting will bring effective results, encourages overweight persons to reduce and to use medical guidance, impresses the public that safe weight reduction takes time, and thus discourages dangerous shortcuts. The diets are based on everyday foods in keeping with sound dietary practices. A leaflet entitled "Weight Reduction Through Diet" is designed for distribution to those wishing to follow the diet under medical supervision. This film is available on a loan basis from Association Films, Inc., Broad and Elm, Ridgefield, N. J.; 351 Turk Street, San Francisco 2, Calif.; 79 East Adams, Chicago 3, Illinois; and 1915 Live Oak Street, Dallas 4, Texas.

**MOBILIZATION AND DEFENSE EFFORTS CREATE NEW BOTTLENECKS FOR SCHOOLS.**—The Korean conflict and national defense efforts are creating new bottlenecks for the public schools, according to a nation-wide survey by the National Education Association at the start of another school year. The study indicates that the mobilization and national defense efforts during the past two years have aggravated rather than eased problems for the public schools. Reports on conditions in 1,270 school systems in cities ranging from 2,500 to over 500,000 population are presented in the survey. Among the problems reported by school administrators the following four are listed most frequently: shortage of teachers in certain grades, scarcity of building materials, inflationary costs, and mounting enrolments. The NEA survey summarizes these major problems in this way:

*Teacher personnel.* Number one on the list of ways in which the defense effort of the past two years most directly and seriously affects the community and school system is the shortage of qualified teachers to fill vacancies. More teachers were employed in the elementary grades in the past year as compared with 1949. Teacher turnover has increased in many systems. Teaching staffs in the past year also show a greater number of married women and more men have been employed. The total number of teachers with emergency certificates has decreased by 21 per cent.

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*School housing.* Need for additional classrooms is ranked as a critical shortage. School construction already underway has been slowed by a shortage of materials. Construction, which should be started, is blocked by lack of funds. Although there were many buildings and classrooms giving their first year of service in 1951 and many new classrooms under construction, additional pupils still were housed in temporary structures during the past year. Many school administrators report that they were forced to institute double sessions during the past year. Approximately 47 per cent of the school systems in the survey have building projects which should be started soon but are delayed due to lack of funds or shortage of materials or a combination of both factors. More than 343,000 pupils could be accommodated by these delayed projects. The education of another 115,315 pupils is affected adversely in 162 school systems because school building projects have been halted due to shortage of materials, labor, or excessive rising costs.

*Pupil enrolment.* Most cities (81.8 per cent) report larger enrolments with the greatest increase in elementary grades. Absenteeism is on the increase in both elementary and high schools, but to a greater extent at the high-school level. Requests by students for work permits is showing a considerable increase. Some comments from school administrators make reference "to the depressed outlook of high-school boys and to their leaving school to go to work or to enlist in the armed forces...enrolments are decreasing because parents are moving to defense areas...the same spirit of uneasiness seems to prevail as in 1941, 1942, and 1943."

*School finance.* The problem of school finance ranks almost on a par with school housing. An increase in current expenditures is reported by almost all school systems answering the survey questionnaire and many also indicate an increase in capital outlay. School administrators also report that all levels of government have had some part in supporting the increased expenditures but in most cases increased funds have come through state aid rather than from Federal or local sources. Although the survey does not find any indication of a serious decline in local support of schools, there is some apprehension that the Federal taxation policy is working to the detriment of local taxation.

In contrasting the Korean mobilization with World War II defense efforts: the study also states "in 1941 and 1942, school enrolments in many cities were relatively stable, construction of school buildings virtually had ceased, and effects of inflation were largely ignored. There was an urge to complete the military job first and then pay attention to domestic affairs. In the current mobilization, some aspects of the situation are quite different. Increased enrolments were a reality already when the program began. School systems were convinced of the necessity of adding classrooms at a higher rate. School financial support seemed to be a little more responsive to hardships created by inflation. There appeared to be an attitude of determination on the part of school people and the public to regard the public school system as an institution that must be supported and strengthened."

ENROLLMENT STATISTICS FOR 1952-1953.—"More than 34½ million children and adults will be enrolled in the Nation's public and private schools and colleges during the 1952-53 academic year," Oscar R. Ewing, Federal



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Security Administrator, said. In releasing the annual enrollment estimates prepared by the Office of Education, Federal Security Agency, Mr. Ewing said, "Schools and colleges throughout the United States will record the highest total enrollment in history—34,693,000. This figure represents more than one fifth of our country's total population. It reveals the vastness of American education and the important role our schools and colleges play in helping meet the needs of our people and our nation."

Reporting the 1952-53 enrollment estimates in detail and interpreting them, Mr. McGrath said, "Public and private elementary schools this year will have approximately 1,600,000 more pupils enrolled than last year. The increase in number of secondary-school pupils will be 95,000." Commissioner McGrath said that the nation would need 158,600 new teachers this fall to instruct additional numbers of pupils to be enrolled and to take care of normal turnover in teaching staff caused by teacher retirement, death, marriage, or change of position. Dr. McGrath added that the 158,600 new teacher estimate did not take into consideration new teachers needed to replace substandard and emergency teachers, to relieve overcrowded classes and double sessions, or to enrich the curriculum by the addition of new subject fields. He stated that we will need 53,000 new classrooms to take care of the 1952-53 enrollment increase. He further stated that during the 1950-1960 period the nation will need 600,000 new classrooms and related facilities in order to take care of public elementary- and secondary-school enrollment increases and to catch up on the backlog of deferred construction.

In releasing the annual enrollment estimates prepared by the Office of Education, Commissioner McGrath urged our citizens not to forget that there still are large numbers of children not enrolled in any schools or classes. "We may expect to be about 52,600 short of the number of new teachers needed in September, 1952 to meet minimum demands," said Commissioner McGrath. "We just haven't been graduating enough teachers to fill the many thousands of positions which record elementary-school enrollments are creating. And the problem of teacher supply will be with us for some time because we can expect another step-up of 1,400,000 in elementary school enrollment in the fall of 1953, an increase of 1,200,000 in the fall of 1954, and another rise of 700,000 in 1955."

Commissioner McGrath continued, "These are startling statistics, but we must face reality. Our children are with us. Do we want to send them into overcrowded classrooms or into unsafe or insanitary school buildings? Conditions are bad enough today but they may get worse. A national survey of school building needs being conducted by the U. S. Office of Education already reveals that we threaten the lives of thousands of our boys and girls daily by sending them into firetraps and unsafe structures. Sixty-one per cent of the nation's classrooms are overcrowded. One of every five pupils attends school in a building that does not meet minimum fire safety conditions. There has been an average of more than 2,100 school fires per year over a 15-year period."

"Some of these are children of migratory workers who travel from community to community and state to state and frequently do not get to school. Others are those whose physical or mental affliction keeps them away from regular schools and classes. In addition, there are those who take advantage of loose state or local school attendance laws. It is estimated that 160,000

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children aged 7-13 years and 1,250,000 aged 14-17 years are not regularly enrolled," said the Commissioner.

U. S. Office of Education estimates indicate a drop of 75,000 in college enrollments this fall. The 1951-52 estimate was 2,225,000. For 1952-53 the estimate is 2,150,000. Effect of the Korean G-I educational program will not be felt fully by institutions of higher education until 1953-54, the Office of Education predicts.

**NATIONAL GEOGRAPHIC SOCIETY SCHOOL BULLETINS RESUMED.**—The National Geographic Society announces the resumption of the *Geographic School Bulletin* for the 1952-1953 school year. Since 1919, weekly copies of the bulletins have kept teachers and pupils abreast of current changes in the world around them. Over 30,000 teachers subscribed to the publication last year. The subscription fee for this timely, illustrated material is forty cents for thirty weekly issues. Write to: Leonard C. Roy, Chief of School Service, National Geographic Society, Washington 6, D. C.

**THE NEWS MAGAZINE OF THE SCREEN.**—Synopsis of contents for Volume 2, No. 10:

"The World in the Camera." Summer review of news covering the atom bomb, trouble in Japan, the war in Korea, the new liner *United States*, Ridgway Replaces Ike, the Republican Convention, the Democratic Convention, and the campaign begins.

"America's Heritage: Old Sturbridge." The News Magazine travels to a Massachusetts town to see American in 1790.

"Sports: Olympic Games." A review of the Fifteenth Modern Olympiad held in Helsinki, Finland.

"Natural History: Australia's Birdland." Pictures of Australia's vast bird sanctuary. The Macquarie Marshes are a primitive wilderness showing what life was like on earth a million years ago.

"Transportation: Jersey Turnpike." The New Jersey Turnpike is one of the super highways which are helping to solve a pressing American transportation problem.

"Personal History: Louis Braille." France bestows its highest honor upon Louis Braille, whose invention of raised printing enabled the blind of the world to read. On the one-hundredth anniversary of his death, Braille's body is removed from the village cemetery in Coupvray, where he was born, and taken to Paris. At memorial services in the Sorbonne, America's Helen Keller, deaf and blind, is honored for her monumental services to the blind.

**ROAD MAPS OF INDUSTRY.**—*The Road Maps of Industry* are weekly charts prepared by the National Industrial Conference Board. They deal with significant current developments throughout the broad field of economics. They are printed in color on heavy paper, measuring eight and one-half by eleven inches, and are punched for filing. Subjects charted include wages, prices, population, international trade, resources, government employment, housing, retail sales, and dozens of related subjects. The most recent index of *Road Map* titles is available upon request. Weekly charts will be sent without charge or obligation to high-school teachers, staff members of teachers colleges, and administrators at the above levels to school addresses from September to June. Write to the National Industrial Conference Board, 247 Park Avenue, New York 17, New York.



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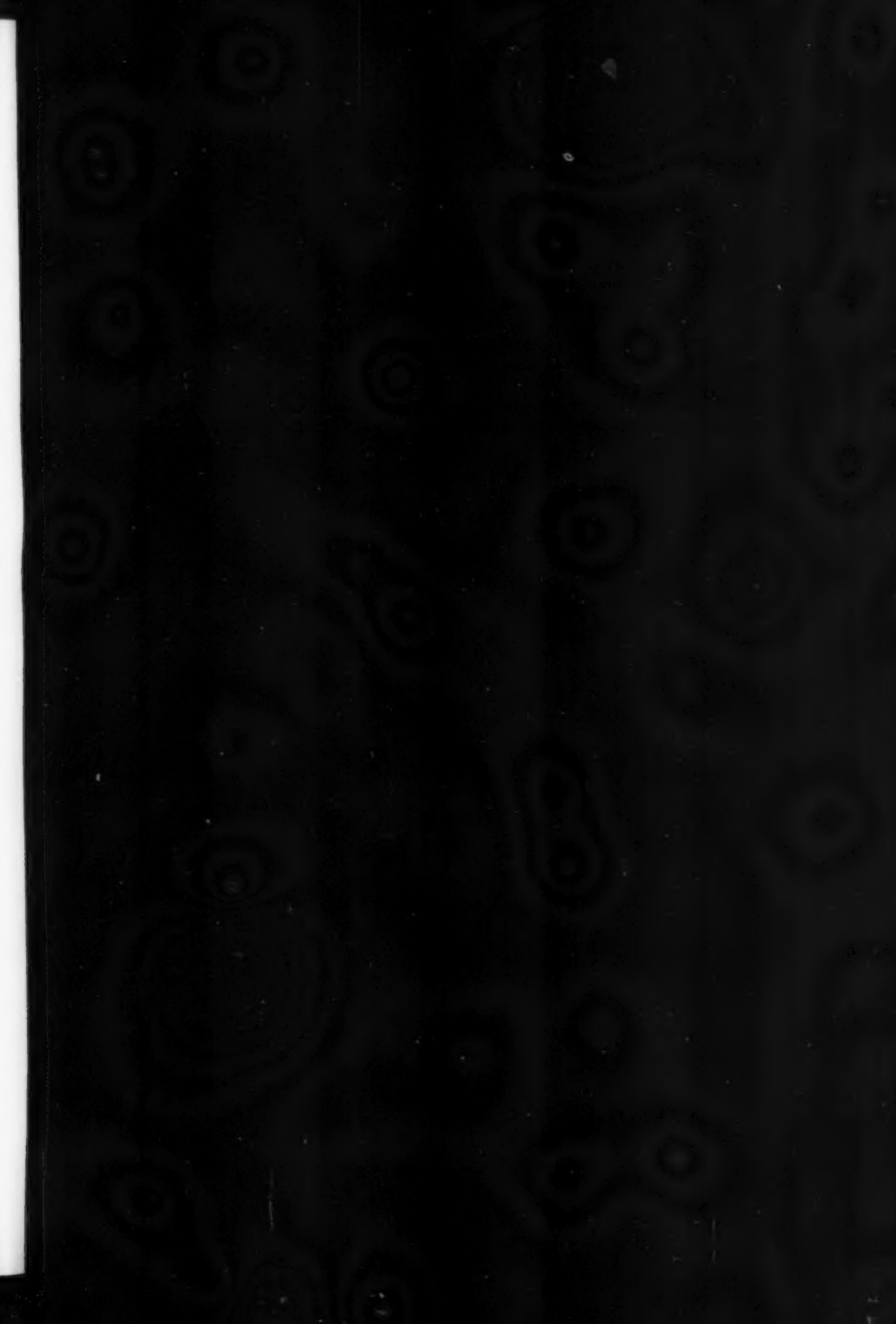
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